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ABSTRACT

The Freshman Summer Program and Transfer Summer Program at the University of California, Los Angeles (UCLA) are designed to increase the academic achievement, retention, and graduation of underprepared and underrepresented or low-income students. Phase I of the evaluation assessed the extent to which academic and nonacademic goals and objectives were accomplished and the impact on the students. Phase II assessed students' academic performance and social and cultural experiences at UCLA longitudinally. Following an introductory chapter, chapter 2 of this report presents end-of-program student evaluations from 148 questionnaires returned out of 670 distributed, a response rate of 22%. Chapter 3 of the report contains results of student evaluation through the first quarter at UCLA (based on 265 questionnaires returned out of 645 distributed for a response rate rate of 41%) and takes a look at academic progress through the winter quarter of the school year for all 645 participants. The end-of-program data indicated that students were generally moderately satisfied with the information and assistance provided. In the follow-up, students rated the fulfillment of non-academic goals and objectives higher than the fulfillment of academic goals and objectives, again indicating that the programs moderately fulfilled their goals. The mean cumulative grade point average (GPA) for these students was 2.49, with higher attendance at lectures and discussion groups related to higher GPA. Recommendations are made for program improvement. Appendices contain the study instruments. Ten data tables and 11 figures are included. (SLD)

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Evaluation of the 1988 Freshman Summer Program and Transfer Summer Program

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Prepared by

Susan P. Ackermann
Gayle J. Byock

July 1989

for
Honors and Undergraduate Programs
Office of the Provost
College of Letters and Science
University of California, Los Angeles

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CHAPTER I
INTRODUCTION

INTRODUCTION

GOALS AND OBJECTIVES OF THE FRESHMAN SUMMER AND TRANSFER SUMMER PROGRAMS

The Freshman Summer and Transfer Summer Programs (FSP/TSP) are designed to increase the academic achievement, retention, and graduation of underrepresented and low-income students. The goals and objectives of the program, as stated in the Mission and Goals Section of the 1988 Summer Programs Handbook, are:

- o "To facilitate entering students' transition from high school and community college to UCLA;
- o To increase the potential for the persistence, retention, and graduation of Summer Program students by introducing the academic demands of university life, the social, political, cultural, context of university life, and university structure, resources and services;
- o To facilitate the development of critical thinking, academic skills, and personal and social responsibility;
- o To introduce AAP retention services to eligible students, including counseling, learning skills and tutoring;
- o To promote the appreciation of racial, cultural, and socioeconomic diversity at UCLA and foster the ability of Summer Program students to function in the university environment; and
- o To build and reinforce the positive self image, inner confidence and self direction of Summer Program Students."

EVALUATION FRAMEWORK: PHASE I and PHASE II

In June of 1988, the Assistant Provost requested, on the behalf of the College of Letters and Science, that a comprehensive, external evaluation of the Freshman Summer and Transfer Summer Programs (FSP/TSP) be conducted. Given the complexity of the program, the evaluation team designed the evaluation as two distinct phases. Phase I, which was completed in March of 1989, was designed to assess the extent to which the academic and non-academic goals and objectives of the summer programs were accomplished and to assess the impact the programs had on the student population being served. Phase I of this report also provides a brief historical overview of FSP/TSP, the format and design of the program, and a description of the population.

Phase II of the evaluation, or the portion covered in this report, was designed to assess longitudinally, students' academic performance and social and cultural experiences at UCLA. Since the Freshman Summer and Transfer Summer Programs were designed to increase the academic achievement, retention, and graduation of underrepresented and low-income students, it is hypothesized that the effects and impact of this program should last far beyond the eight weeks the students spent in FSP/TSP. Phase II also provides clarification and refinement of many of the findings and recommendations discussed in Phase I of this report.

EVALUATION DESIGN: PHASE II

The report is divided into two sections. The first section (see Chapter II), provided students with an opportunity, at the end of the program, to assess the extent to which they thought FSP/TSP fulfilled its academic and non-academic goals and objectives. The second section of this report (see Chapter III), assesses the extent to which students thought that FSP/TSP fulfilled its academic and non-academic goals and objectives, given their experiences during their first quarter at UCLA. In addition, this section of the report also takes a longitudinal look at the students' academic progress through Winter quarter of the 1988-1989 academic year. Because of the unique characteristics of the FSP/TSP population, the evaluator chose not to compare the academic progress of FSP/TSP students to the academic progress of other entering freshman or transfer students. Furthermore, the evaluator cautions against comparing the academic program of FSP/TSP students with that of any other student population.

EVALUATION REPORT STRUCTURE: PHASE II

Each section of this report (Chapters II and III) is preceded by a Executive Summary that repeats the findings, conclusions, and recommendations found within the body of each section. Each chapter begins with a description of the methodology used, followed by the findings and the conclusions and then the recommendations. For Chapter II or the end-of-program assessment of FSP/TSP, the reader is provided with findings and recommendations in three areas -- fulfillment of program goals and objectives; usefulness of FSP/TSP activities; and resource awareness. For Chapter III, or the longitudinal look at students academic progress and social and cultural adjustment, the reader is provided with findings and recommendations in four major areas -- fulfillment of program goals and objectives; student preparation; quality, availability, and utilization of campus resources; and academic performance. It is hoped that both Phase I and Phase II of this report provides Academic Advancement Program administrators and staff members with information that will improve FSP/TSP and increase its effectiveness and responsiveness to the student population being served.

CHAPTER II
END-OF-PROGRAM ASSESSMENT OF THE FULFILLMENT
OF PROGRAM GOALS AND OBJECTIVES

EXECUTIVE SUMMARY
END-OF-PROGRAM ASSESSMENT OF THE FULFILLMENT
OF PROGRAM GOALS AND OBJECTIVES

Introduction. The Freshman Summer and Transfer Summer Programs (FSP/TSP) were designed not only to facilitate improvement of student retention, academic success, and cultural and social awareness, but also to provide students with new academic skills and cultural and social perspectives that can aid in their transition to university life. One way to measure the success of FSP/TSP, then, is to provide students with the opportunity at the end of the program to assess the extent to which the academic and non-academic goals and objectives of FSP/TSP were accomplished.

Fulfillment of FSP/TSP Program Goals and Objectives Conclusions. Students indicated that both the academic and non-academic goals/objectives of FSP/TSP were only "moderately" fulfilled. Different ethnic groups gave the academic and non-academic goals/objectives different ratings -- Black and Chicano students rated the fulfillment of the academic goals/objectives slightly higher than did Latino or Asian students; and Latino students rated the fulfillment of the non-academic goals/objectives higher than Chicano, Asian, or Black students (refer to page 2.3).

Usefulness of FSP/TSP Activities Conclusions. Students indicated that the various FSP/TSP activities provided them with only "moderately useful information." The Faculty Evening and the Science, Honors College, and Internship and Experiential Learning Workshops were rated the lowest; the Library Tours, Counseling Workshops, and Films and Forums were rated the highest (refer to pages 2.3 - 2.6).

Resources Awareness Conclusions. FSP/TSP students tended to find out about campus resources through either orientation or FSP/TSP printed materials, with smaller percentages of students finding out about campus resources from either the Counseling Unit or FSP/TSP academic staff members. Students did not find out about campus resources from FSP/TSP tutors, family members and friends, or other current FSP/TSP students. And, for sixteen resources, a larger percentage of students indicated that no one informed them about the resource (refer to page 2.6).

Recommendations. (1) To fulfill better the goals and objectives of FSP/TSP, administrators should concentrate on helping students: (a) understand the overall activities and structure of UCLA; (b) understand what it will take to succeed academically at UCLA; (c) understand the role of a faculty member; (d) improve their analytical thinking skills; (e) understand their academic strengths and weaknesses; (f) plan their academic schedules, both short- and long-term; and (g) increase their self-confidence. (2) FSP/TSP staff members should also: (a) concentrate on working together more as a "Team" to solve student problems and questions; and (b) concentrate on the organization and logistics of conducting the various events and activities. (3) To provide students with better information on campus resources, FSP/TSP administrators should: (a) provide all FSP/TSP staff members, especially tutors, with printed materials on all relevant campus resources. Staff members should also have an awareness and understanding of these resources (refer to page 2.9).

END-OF-PROGRAM ASSESSMENT OF THE FULFILLMENT OF PROGRAM GOALS AND OBJECTIVES

INTRODUCTION

The Freshman Summer and Transfer Summer Programs (FSP/TSP) were designed not only to facilitate the long-term improvement of student retention, academic success, and cultural and social awareness, but also to provide students with new academic skills and cultural and social perspectives that can aid in their transition to university life. One way to measure the success of FSP/TSP, then, is to provide students with the opportunity at the end of the program to assess the extent to which the academic and non-academic goals and objectives of FSP/TSP were accomplished.

METHODOLOGY

Students were given the opportunity to assess the degree to which the above FSP/TSP goals and objectives were accomplished using the **FSP/TSP Student Program Evaluation Questionnaire (SPEQ)**. The SPEQ also was designed to assess the extent to which students thought that FSP/TSP activities provided them with useful information and the extent to which FSP/TSP made them aware of various campus resources. The first section of the Student Program Evaluation Questionnaire was constructed as a series of 5-point likert items. From these items, the evaluator created subscales and renamed them to reflect their content more accurately. For the goals and objectives section of the SPEQ, two subscales were created -- an Academic Goals/Objectives Scale (referring to the extent to which the academic goals and objectives of FSP/TSP were accomplished) and a Non-Academic Goals/Objectives Scale (referring to the extent to which the non-academic goals and objectives of FSP/TSP were accomplished). The Internal Consistency Alphas for the two scales ranged from .73 to .81 (see Table 1 for a list of the alpha levels) and are believed to be very reasonable. That is to say, the scales created are reliable or stable measures. The major advantage of using composite measures of variables (scales) as opposed to measurements based on one data item is that scales increase the validity of a measure. The second section of the questionnaire asked students to indicate the means by which they learned about various campus resources. This series of questions was included in the SPEQ because one of the major goals and objectives of FSP/TSP was to introduce students to UCLA's structure and resources. (See Appendix I for a copy of the FSP/TSP Student Program Evaluation Questionnaire, with accompanying student responses in the form of means, percentages, and counts.)

Several members of the AAP staff, the Director and the Assistant Director assisted with the pilot review of the Student Program Evaluation Questionnaire. In addition, former FSP/TSP students completed the questionnaire and were then interviewed as to the content and meaning of the individual questions and the flow of the entire questionnaire.

The SPEQ was mailed to every FSP/TSP students' summer mailing address during the last two weeks of FSP/TSP. Students were instructed to return their completed questionnaire to either an AAP staff member at Campbell Hall or to their Resident Hall Assistant. Students were informed that upon return of their completed questionnaire, they would receive either a UCLA Grade Card or a Blue Book. Of the 670 SPEQs distributed, 148 were returned, indicating a return rate of 22%. While the low return rate precludes the chance of generalizing these findings to the entire population of FSP/TSP students, responses to this questionnaire can, however, provide clues as to the general attitudes of students that attended FSP/TSP.

TABLE 1
STUDENT PROGRAM EVALUATION QUESTIONNAIRE
INTERNAL CONSISTENCY ALPHA VALUES

Scales	% of Questions Used in the Scales*	Internal Consistency Alpha Values
	89%	
Academic Goals/Objectives Scale ^(a)		.81
Non-Academic Goals/Objectives Scale ^(b)		.73

*This value represents the percentage of questions from the Goals and Objectives section of the questionnaire that were used to construct the scales.

^(a)Academic Goals/Objectives Scale was created from the following items: QA2, QA3, QA4, QA5, QA6, QA7, QA10, QA13, QA16, and QA17.

^(b)Non-Academic Goals/Objectives Scale was created from the following items: QA1, QA6, QA8, QA9, QA12, QA14, QA15, and QA19.

FINDINGS

Fulfillment of FSP/TSP Program Goals and Objectives. Within the SPEQ, students were asked a series of questions regarding the extent to which FSP/TSP accomplished its stated goals and objectives. From these questions, two subscales were created. The **Academic Goals/Objectives Scale** which measures the extent to which the academic goals and objectives of FSP/TSP were accomplished (e.g., preparation for intellectual challenges, improvement of analytical thinking); and the **Non-Academic Goals/Objectives Scale** which measures the extent to which the non-academic goals and objectives of FSP/TSP were accomplished (e.g., introduction to UCLA's structure, increasing self-confidence). Both scales ranged from one to five, with "1" representing a low rating, "3" representing a moderate or average rating, and "5" representing a high rating.

Figure 1 presents the students' ratings on the Academic and Non-Academic Goals/Objectives Scales, by ethnicity. Ethnic information was obtained by matching the UCLA Student Identification Numbers from the questionnaire with demographic information obtained from AAP staff. Of the 148 students who completed and returned their questionnaire, 129 or 87% recorded their UCLA Student Identification Number. From Figure 1, it is clear that students indicated that both the academic and non-academic goals and objectives of FSP/TSP were only "moderately" fulfilled. (For the total population [N=148], the mean rating on the Non-Academic Scale was 3.6 and the mean rating on the Academic Scale was 3.7). Responses varied by ethnic group, with Latino students giving the non-academic goals/objectives the highest rating (3.8) and Blacks giving it the lowest (3.5). Black and Chicano students gave the highest ratings to the fulfillment of the academic goals/objectives (3.8), while Asian students gave the academic aspects of FSP/TSP the lowest rating (3.6).

Conclusions. *Students indicated that both the academic and non-academic goals/objectives of FSP/TSP were only "moderately" fulfilled. Different ethnic groups gave the academic and non-academic goals/objectives different ratings -- Black and Chicano students rated the fulfillment of the academic goals/objectives slightly higher than did Latino or Asian students; and Latino students rated the fulfillment of the non-academic goals/objectives higher than Chicano, Asian, or Black students.*

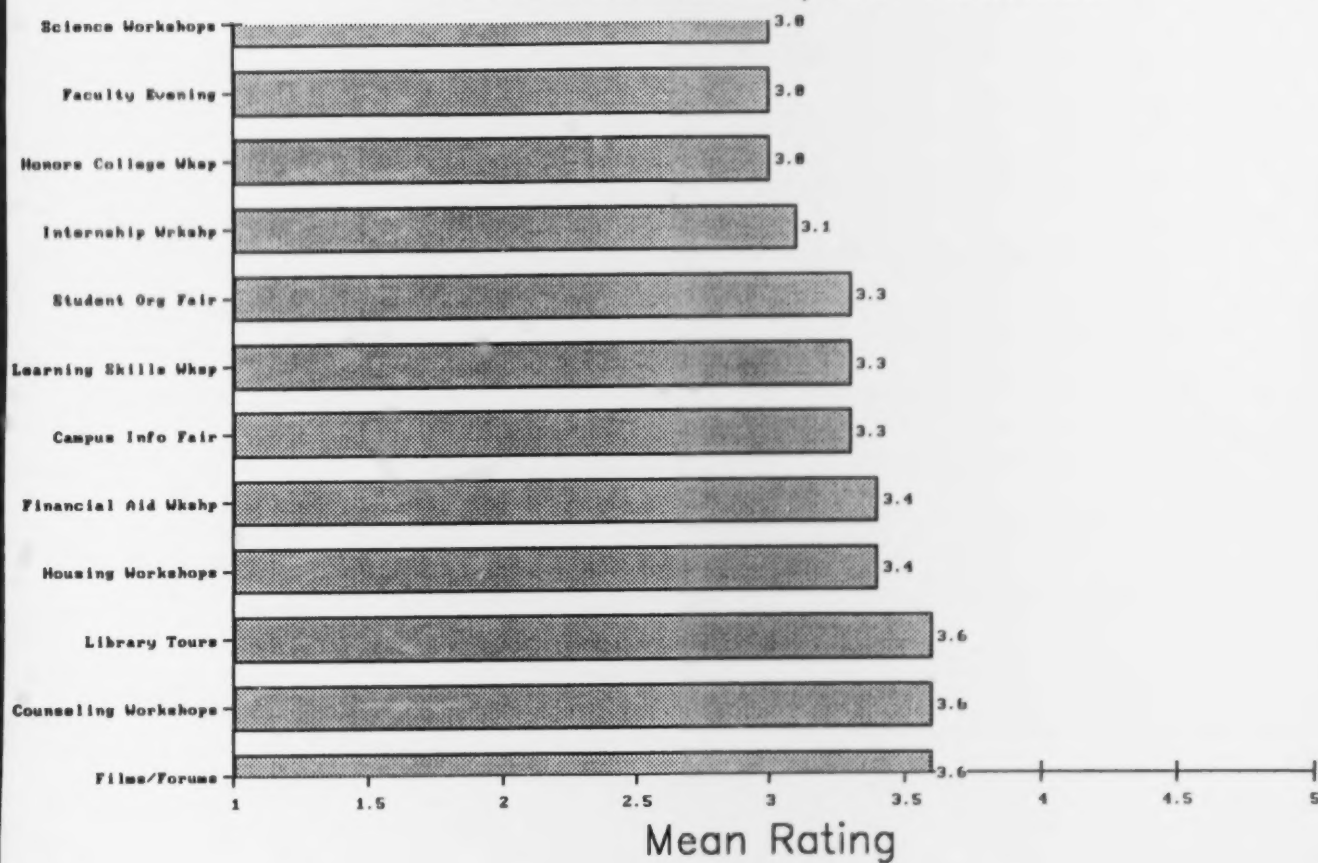
Usefulness of FSP/TSP Activities. Within the first section of the SPEQ (see question # 20), students were also asked to rate FSP/TSP activities on the usefulness of the information provided. The scale for this section ranged from one to five, with "1" indicating that the activity was not very useful, "3" indicating that the activity was moderately useful, and a "5" indicating that the activity was very useful in providing information. Figure 2 presents the mean ratings for twelve major FSP/TSP activities. Ratings given to the activities ranged from a low of 3.0 to a high of 3.6, indicating that students perceived these activities as providing them with "moderately" useful information. Activities rated the lowest were the Science Workshops, the Faculty Evening, the Honors College Workshop, and the Internship and Experiential Learning Opportunities Workshop. The reasons why these activities were rated low is unknown. Given participant comments (see questions #6 and #14), however, one could speculate that these activities were either poorly planned and/or executed. Activities given ratings at the higher end of the spectrum included the Library Tours, Counseling Workshops, and the Films and Forums. Again, reasons for these activities receiving higher ratings could be directly due to the organization and execution of the activities.

Conclusions. *Students indicated that the various FSP/TSP activities provided them with only "moderately useful information." The Faculty Evening and the Science, Honors College, and Internship and Experiential Learning Workshops were rated the lowest; while the Library Tours, Counseling Workshops, and Films and Forums were rated the highest.*

FIGURE 1
Extent to which the Academic and Non-Academic Goals/Objectives of FSP/TSP were met by Ethnicity



FIGURE 2
Usefulness of FSP/TSP Activities



Resource Awareness. The second section of the SPEQ asked students to indicate who or what told them about thirty-five different campus resources. Within this section, students were asked to identify all sources from which they received information about a particular campus resource (see questions, section II #1 through #35). Students could indicate whether or not they were informed about each resource from: (1) Other current FSP/TSP students [CS], (2) Family/friends [FF], (3) the Counseling Unit [CU], (4) the Faculty [FA], (5) the Tutors [TU], (6) Orientation or FSP/TSP printed materials [PM], (7) Any other source [OS], and/or (8) No one [NO].

For nineteen different campus resources, the most frequent response was that students learned about these resources from orientation or FSP/TSP printed materials (see Table 2). Students indicated that printed materials informed them about Honors College; the Placement and Career Planning Center; student psychological and health services; the housing, financial aid, registrar, and student employment offices; the College of Letters and Science Counseling services; UCLA stores, museums, and sports facilities; and UCLA student organizations. Smaller percentages of students also learned about each of these campus resources from the counseling unit or from academic staff members, but not from other current FSP/TSP students, family/friends, or tutors.

For sixteen resources, the most frequent response, by students, was that "No One" informed them about the resource (see Table 3). It is interesting to note that many students were not aware of the parking office, the Learning Resources Center, the computing resources, the Ethnic/Women's Study Centers, and/or the Office of Residential Life. Additionally, 34% indicated that "No One" informed them about the College of Letters and Science Counseling, the same percentage who indicated that they had learned about this resource through printed materials (see Table 2).

Conclusions. FSP/TSP students tended to find out about campus resources through either orientation or FSP/TSP printed materials, with smaller percentages of students finding out about campus resources from either the counseling unit or FSP/TSP academic staff members. Students did not find out about campus resources from FSP/TSP tutors, family members and friends, or other current FSP/TSP students. And, for sixteen different resources, a larger percentage of students indicated that no one informed them about the resource.

TABLE 2
RESOURCES AWARENESS
THE MOST FREQUENTLY MENTIONED CATEGORY
(ORIENTATION OR FSP/TSP PRINTED MATERIALS)

Resource	Percent*
Student Health Center	55.4%
ASUCLA Food Service	50.7
Sports/Recreation Facilities	50.0
ASUCLA Student Stores	49.3
UCLA Student Clubs and Organizations	49.3
Student Psychological Services	48.6
Placement and Career Planning Center	48.0
Ackerman Union/Kerckhoff Hall	47.3
Financial Aid Office	45.9
Honors College	42.6
ASUCLA Lecture Notes Sales Counter	42.6
UCLA Student Special Interest Groups	41.2
UCLA Greek Organizations	40.5
<u>The Daily Bruin</u>	40.4
Registrar's Office	39.2
UCLA Student Government	37.8
Student Employment Office	35.8
Housing Office	35.1
College of Letters and Science Counseling	33.8
	(N=148)

*Percent - Represents the percentage of students who indicated that they received information about this resource.

TABLE 3
RESOURCES AWARENESS
THE SECOND MOST FREQUENTLY MENTIONED CATEGORY
(NO ONE)

Resource	Percent*
Veterans Affairs	82.4%
Child Care Facilities	81.1
Office for Students of Disabilities	77.0
Office of International Students	73.0
ROTC	69.6
Student Research Project (SRP)	64.2
UCLA Religious Organizations	52.0
Office of Residential Life (ORL)	50.7
Ethnic/Women's Study Center	45.9
Audio-Visual Center	45.9
Computing Resources	43.9
Museums/Galleries	43.9
Learning Resources Center	43.9
Parking Office	35.8
College of Letters and Science Counseling	33.8
Cultural Events	31.8
	(N=148)

*Percent - Represents the percentage of students who indicated that they received information about this resource.

RECOMMENDATIONS

- (1) In order to fulfill the goals and objectives of FSP/TSP, administrators should concentrate on helping students:
 - o Understand the overall activities and structure of UCLA
 - o Understand what it will take to succeed academically at UCLA
 - o Understand the role of a faculty member
 - o Improve their analytical thinking skills
 - o Understand their academic strengths and weaknesses
 - o Plan their academic schedules, both short- and long-term
 - o Increase their self-confidence
- (2) FSP/TSP staff members should:
 - o Concentrate on working together more as a "Team" to solve student problems and questions
 - o Concentrate on the organization and logistics of conducting the various events and activities
- (3) To provide students with more information on campus resources, FSP/TSP administrators should:
 - o Provide all FSP/TSP staff members, especially tutors, with printed materials on all relevant campus resources, for reference and distribution to students. Staff members should also have an awareness and understanding of the campus resources, which should be included in pre-FSP/TSP training.

APPENDIX I

FSP/TSP STUDENT PROGRAM EVALUATION QUESTIONNAIRE
SUMMER 1988

Your Initials: _____

UCLA ID #: _____

This questionnaire is designed to provide you with an opportunity to give us feedback on the strengths and weaknesses of FSP/TSP. Section I asks question about the extent to which FSP/TSP has accomplished its goal and objectives and Section II asks questions about your awareness of UCLA resources.

THIS IS A CONFIDENTIAL QUESTIONNAIRE. THE INFORMATION YOU PROVIDE WILL BE USED FOR FSP/TSP PROGRAM EVALUATION PURPOSES ONLY!

SECTION I: THE GOALS AND OBJECTIVES OF FSP/TSP

Please read the following questions and indicate whether you (1) STRONGLY DISAGREE, (2) DISAGREE, (3) ARE NEUTRAL, (4) AGREE, or (5) STRONGLY AGREE with the following statements by circling the appropriate response number.

(5) - Strongly Agree					
(4) - Agree					
(3) - Neutral					
(2) - Disagree					
(1) - Strongly Disagree					

- | | | | | | | |
|--|---|---|----|----|--------|-----------|
| 1. I have a better understanding of the overall activities and structure of UCLA as a community than when I started FSP/TSP. | 1 | 3 | 7 | 47 | 42 (%) | (N) = 147 |
| 2. The FSP/TSP activities helped me understand more clearly the variety of intellectual challenges at UCLA. | 1 | 3 | 22 | 43 | 31 (%) | (N) = 147 |
| 3. The FSP/TSP activities helped me understand more clearly the workload that college requires. | 1 | 3 | 17 | 43 | 36 (%) | (N) = 148 |
| 4. The FSP/TSP activities help me understand more clearly what I will need to do to succeed academically at UCLA. | 1 | 3 | 21 | 42 | 33 (%) | (N) = 148 |

(5) - Strongly Agree					
(4) - Agree					
(3) - Neutral					
(2) - Disagree					
(1) - Strongly Disagree					

5. Because of FSP/TSP, I have a better understanding of faculty and what they do.	1	6	37	38	18 (%)	(N) = 148
6. The FSP/TSP activities helped me arrive at decisions about my future.	5	22	43	24	6 (%)	(N) = 147
7. I have a better understanding of the meaning of analytical thinking now than when I started FSP/TSP.	1	7	33	45	14 (%)	(N) = 146
8. Because of FSP/TSP, I have a better understanding of the importance of my own thoughts and perspectives on the materials I study.	1	4	24	51	20 (%)	(N) = 146
9. I am more comfortable discussing my thoughts and opinions with other people now than when I started FSP/TSP.	4	11	34	34	17 (%)	(N) = 147
10. As a result of FSP/TSP, I have a better understanding of how the courses I take count toward the various degree requirements (general education or GE, proficiencies, and major).	3	15	33	39	10 (%)	(N) = 147
11. I think that FSP/TSP should be mandatory for <u>all</u> entering minority and low-income students.	17	15	30	21	17 (%)	(N) = 144
12. The FSP/TSP has increased my self-confidence.	6	6	27	45	16 (%)	(N) = 147
13. The instruction I received in FSP/TSP has helped me recognize my academic strengths and weaknesses.	2	5	23	49	21 (%)	(N) = 147
14. Overall, the daily FSP/TSP activities outside of instruction were well organized.	5	16	37	35	7 (%)	(N) = 147
15. Overall, the daily FSP/TSP activities outside of instruction were very interesting.	1	8	45	40	6 (%)	(N) = 147
16. The FSP/TSP faculty aided my academic progress in the program.	2	1	31	49	17 (%)	(N) = 147

(9) - Not Applicable							
(5) - Strongly Agree							
(4) - Agree							
(3) - Neutral							
(2) - Disagree							
(1) - Strongly Disagree ----							

17. The FSP/TSP faculty aided my academic success in the program. 1 3 32 50 14 0 (%)
(N) = 145

18. The various interest/aspirations questionnaires that I have filled out have helped me arrive at decisions about my future. 6 28 53 12 1 0 (%)
(N) = 146

19. The FSP/TSP staff worked as a Team to help me with my individual problems and questions. 4 10 39 38 9 0 (%)
(N) = 148

20. The following FSP/TSP activities provided me with useful information:

a. Films and Forums 2 5 40 34 14 5 (%)
(N) = 148

b. Counseling Workshops 1 8 35 37 14 5 (%)
(N) = 140

c. Faculty Evening 4 7 61 9 3 16 (%)
(N) = 148

d. Library Tours 2 5 33 38 12 10 (%)
(N) = 148

e. Honors College Workshop 3 5 65 8 3 16 (%)
(N) = 148

f. Housing Workshop 2 3 49 22 11 13 (%)
(N) = 148

g. Financial Aid Workshop 4 6 43 24 11 12 (%)
(N) = 148

h. Campus Information Fair 1 4 56 20 6 13 (%)
(N) = 148

i. Science Workshops 3 7 64 5 1 20 (%)
(N) = 148

j. Learning Skills/Study Strategies Workshops 1 3 53 23 5 15 (%)
(N) = 148

(9) - Not Applicable-----							
(5) - Strongly Agree-----							
(4) - Agree-----							
(3) - Neutral-----							
(2) - Disagree-----							
(1) - Strongly Disagree-----							

k. Internship and Experiential Learning Opportunities Workshop	2	4	57	16	1	20 (%)
						(N) = 148
l. Student Organization Fair	1	4	56	18	5	16 (%)
						(N) = 148

SECTION II: RESOURCE AWARENESS

For each of the UCLA resources listed below, please tell us WHO or WHAT told you about the following:

CIRCLE ALL THAT APPLY

Other Current FSP/TSP Students (CS)	Family/ Friends (FF)	Counseling Unit (CU)	Faculty (FA)	Tutors (TU)	Orientation or FSP/TSP Printed Materials (PM)	Other Source (OS)	No One (NO)		
(CS)	(FF)	(CU)	(FA)	(TU)	(PM)	(OS)	(NO)	(N=)	
	(CS)	(FF)	(CU)	(FA)	(TU)	(PM)	(OS)	(NO)	(N=)
	%	%	%	%	%	%	%	%	
1. Honors College	6.8	4.7	14.2	5.4	1.4	42.6	10.8	29.1	148
2. Student Research Project (SRP)	1.4	0.7	4.7	6.8	2.0	14.9	4.1	64.2	148
3. Placement and Career Planning Center (PCPC)	4.7	4.1	19.6	10.1	4.7	48.0	5.4	19.6	148
4. Student Psychological Services	4.1	0	23.6	11.5	6.1	48.6	3.4	20.9	148
5. Library Resources	6.1	3.4	10.8	52.0	10.1	43.9	11.5	6.1	148
6. Student Health Center	2.7	2.7	18.9	16.9	2.7	55.4	8.8	9.5	148
7. Learning Resources Center	3.4	0.7	10.1	10.1	3.4	29.7	3.4	43.9	148
8. Parking Office	12.8	4.7	14.9	6.1	1.4	27.0	8.1	35.8	148
9. Housing Office	17.6	8.8	29.1	12.2	2.7	35.1	13.5	14.9	148
10. Office of Residential Life (ORL)	4.1	2.7	8.1	9.5	2.0	20.3	10.1	50.7	148
11. Financial Aid Office	18.2	17.6	35.1	18.2	6.1	45.9	12.2	9.5	148

Other Current FSP/TSP Students (CS)	Family/ Friends (FF)	Counseling Unit (CU)	Faculty (FA)	Tutors (TU)	Orientation or FSP/TSP Printed Materials (PM)	Other Source (OS)	No One (No)			
		(CS) %	(FF) %	(CU) %	(FA) %	(TU) %	(PM) %	(OS) %	(NO) %	(N=)
12. College of Letters and Sciences Counseling		3.4	2.7	20.3	12.8	6.1	33.8	10.1	33.8	148
13. ASUCLA Student Stores		31.1	23.6	25.7	14.2	4.7	49.3	17.6	10.1	148
14. Sports/Recreation Facilities		29.1	16.2	17.6	8.1	1.4	50.0	10.1	10.1	148
15. Ackerman Union/ Kerckhoff Hall		27.0	15.5	26.4	11.5	6.1	47.3	12.8	6.8	148
16. Museums/Galleries		4.1	4.1	9.5	10.1	2.0	27.0	7.4	43.9	148
17. Cultural Events (music, dance, etc.)		21.6	13.5	17.6	8.8	4.7	31.1	8.1	31.8	148
18. Ethnic/Women's Study Centers		2.0	2.7	11.5	8.1	2.0	27.0	6.8	45.9	148
19. ASUCLA Food Service		16.2	11.5	21.6	7.4	2.0	50.7	11.5	13.5	148
20. ASUCLA Lecture Notes Sales Counter		7.4	7.4	19.6	15.5	10.1	42.6	8.8	18.2	148
21. UCLA Greek Organizations		14.2	12.2	10.1	4.7	4.1	40.5	20.3	27.0	148
22. UCLA Student Government		10.1	4.1	18.2	8.8	4.7	37.8	11.5	29.7	148
23. UCLA Religious Organizations		1.4	1.4	10.1	3.4	2.0	27.7	6.8	52.0	148
24. UCLA Student Special Interest Groups		11.5	4.1	19.6	6.8	2.7	41.2	8.1	28.4	148
25. UCLA Student Clubs and Organizations		15.5	8.1	25.7	12.2	5.4	49.3	16.2	13.5	148
26. Child Care Facilities		1.4	0.7	0.7	0.7	0	8.8	1.4	81.1	148
27. Computing Resources		5.4	2.7	7.4	20.3	6.8	18.2	7.4	43.9	148
28. Audio-Visual Center		2.0	1.4	6.8	15.5	2.0	24.3	5.4	45.9	148

Other Current FSP/TSP Students (CS)	Family/ Friends (FF)	Counseling Unit (CU)	Faculty (FA)	Tutors (TU)	Orientation or FSP/TSP Printed Materials (PM)	Other Source (OS)	No One (NO)		
	(CS)	(FF)	(CU)	(FA)	(TU)	(PM)	(OS)	(NO)	(N=)
	%	%	%	%	%	%	%	%	
29. Office for Students of Disabilities	2.7	0	5.4	2.7	0	10.1	1.4	77.0	148
30. Student Employment Office	12.2	6.1	23.0	8.8	2.0	35.8	10.1	27.7	148
31. Registrar's Office	6.1	4.7	23.6	13.5	1.4	39.2	12.8	23.0	148
32. ROTC	0	0	1.4	0.7	0.7	16.2	8.1	69.6	148
33. Veterans Affairs	0	0	0.7	0.7	0	6.8	4.1	82.4	148
34. <u>Daily Bruin</u>	18.9	12.8	12.3	12.2	6.8	40.4	11.5	26.7	148
35. Office of International Students	2.0	0.7	2.0	1.4	0	11.5	6.8	73.0	148

PLEASE USE THE BOTTOM OR BACK OF THIS FORM FOR ADDITIONAL COMMENTS.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION!!

CHAPTER III
A LONGITUDINAL LOOK AT STUDENTS'
ACADEMIC PROGRESS AND SOCIAL AND CULTURAL ADJUSTMENT TO UCLA

EXECUTIVE SUMMARY
A LONGITUDINAL LOOK AT STUDENTS'
ACADEMIC PROGRESS AND SOCIAL AND CULTURAL ADJUSTMENT TO UCLA

Introduction. The Freshman Summer and Transfer Summer Programs (FSP/TSP) are designed to increase the academic achievement, retention, and graduation of underrepresented and low-income students. Since these goals are long-term, the effects and impact of the program should last far beyond the eight weeks the students spend in FSP/TSP. Therefore, to evaluate properly a program such as FSP/TSP, a longitudinal look at students' academic progress and cultural and social adjustment should take place.

Fulfillment of FSP/TSP Program Goals and Objectives Conclusions. Students rated the fulfillment of the non-academic goals/objectives higher than the fulfillment of the academic goals/objectives. In fact, students indicated that the academic goals/objectives, such as aiding their academic adjustment to UCLA and increasing their control over their academic future, were only "moderately" fulfilled. White students gave the Academic Scale the highest rating, while Black students gave it the lowest. The Non-Academic Scale also received ratings in the "moderate" range. Again, White students gave the scale the highest rating, while Black students gave it the lowest. Sixty-eight percent of the students indicated that they were able to keep up in most of their classes, 24% indicated that their fall classes were more difficult than they expected them to be, and 69% of the students indicated that it was academically more difficult during fall quarter than it was during FSP/TSP. When asked if they considered themselves as members of the UCLA community, 80% agreed with only 3% disagreeing. And, when asked if their goal was to graduate from UCLA, 95% agreed, with less than one percent disagreeing (refer to pages 3.5 - 3.9).

Preparation Issues Conclusions. On average, students indicated that FSP/TSP "adequately" prepared them to participate effectively in a classroom and to assess their abilities and interact with others. White students gave both the Classroom Participation and Abilities and Attitudes Scales the highest ratings (refer to pages 3.10).

Quality, Availability, and Utilization of Campus Services Conclusions. Forty-two percent of the students indicated that they never used AAP Counseling services, as opposed to 21% never utilizing AAP Tutorial services during the Fall quarter. When asked how satisfied they were with the AAP Tutorial services, 77% indicated that they were satisfied with the quality of the services and 80% indicated that they were satisfied with the availability of the services. When satisfaction with AAP Tutorial services was broken down by ethnicity, Chicano and Latino students gave both the quality and availability of AAP Tutorial services the highest ratings, while White students gave them the lowest. Dissatisfaction with tutorial services stemmed from the fact that group tutoring did not provide enough time to answer everyone's questions, individual tutors were difficult to obtain, and the tutorial study hall was often too noisy for students to concentrate. Students were much less satisfied with the AAP Counseling services. Only 64% indicated that they were satisfied with the quality and 65% indicated that they were satisfied with the availability of AAP Counseling services. White students were, by far, the most satisfied with the Counseling services. Latino, Chicano, Black, and Asian students all gave average ratings to the quality and availability of the services. Reasons for dissatisfaction stemmed from counselors giving the wrong or bad advice when it came to course selection and scheduling, and students never being contacted by their peer counselors (refer to pages 3.10 -3.18).

Academic Performance Conclusions. The mean GPA achieved by students during FSP/TSP (Summer '88) was 2.64. It fell slightly during the Fall quarter to 2.30, and then increased slightly to 2.37 in Winter quarter. The mean cumulative GPA for Summer, Fall, and Winter quarters was 2.49, or just about a C+ average. For all three quarters (Summer, Fall, and Winter), White students performed the highest, while Black student performed the lowest. White, Asian, and Latino students showed a decrease in GPA from Summer to Fall, and then from Fall to Winter. Black and Latino students, on the other hand, showed a decrease in GPA between Summer and Fall quarters, then showed an increase in GPA between Fall and Winter quarters. And, for all three quarters, male students performed better than female students. This difference, however, decreased as students moved through the academic year. When asked how often the students attended Fall lecture sections, 72% indicated that they attended lecture sections 100% or almost 100% of the time, 25% attended lecture sections approximately 75% of the time, and only 3% attended lecture sections approximately 50% of the time or less. A statistically significant, positive relationship was found between attending lecture sections and maintaining a high grade point average. When students were asked how often they attended discussion/quiz sections, 68% indicated that they attended the sections 100% or almost 100% of the time, 23% attended quiz/discussion sections approximately 75% of the time, and 6% attended the sections 50% of the time or less. Students who attended discussion sections on a more frequent basis tended to maintain a higher grade point average, than those who did not attend the discussion sections on a frequent basis (refer to pages 3.18 - 3.24).

Recommendations. (1) To fulfill better the academic goals and objectives of FSP/TSP, administrators should: (a) Place more academic demands on FSP/TSP students so that they will be able to make an easy transition from FSP/TSP to UCLA academic life; (b) Stress the importance of attending lecture and discussion sections; and (c) Emphasize the skills a student will need to participate effectively in the classroom. (2) To aid students in their social and cultural adjustment to UCLA, administrators should: (a) Emphasize the diverse cultural nature of UCLA and the need for students to interact with all segments of UCLA's culture; and (b) Provide students with a description of all available campus resources. (3) To improve the AAP Counseling Unit, administrators should: (a) Send all AAP students a letter containing the names and phone numbers of their Peer and Professional Counselors and a description of services provided by the AAP Counseling Unit; (b) Have all Peer Counselors contact their students at least one time during each quarter; and (c) Provide in-depth training for all Peer and Professional Counselors in the areas of academic planning and course selection. (4) To improve the AAP Tutorial Unit, administrators should: (a) Send all AAP students a letter providing them with information on how and when to sign up for individual and group tutoring; (b) Lengthen the standard group tutorial session; (c) Hire more individual tutors, especially in high demand subject areas; and (d) Provide students with a quiet place to attend tutorial sessions (refer to page 3.25).

A LONGITUDINAL LOOK AT STUDENTS' ACADEMIC PROGRESS AND SOCIAL AND CULTURAL ADJUSTMENT TO UCLA

INTRODUCTION

The Freshman Summer and Transfer Summer Programs (FSP/TSP) are designed to increase the academic achievement, retention, and graduation of underrepresented and low-income students. Since these goals are long-term, the effects and impact of the program should last far beyond the eight weeks the students spend in FSP/TSP. Therefore, to evaluate properly a program such as FSP/TSP, a longitudinal look at students' academic progress and cultural and social adjustment should occur.

METHODOLOGY

To obtain an understanding of how 1988 FSP/TSP students adjusted to the academic, social, and cultural demands of university life, the evaluator tracked students through their first two quarters at UCLA, collecting both attitudinal and academic data.

Attitudinal data

Attitudinal data was obtained using the **FSP/TSP Final Questionnaire**. The Final Questionnaire was designed to give students an opportunity to assess the extent to which the goals and objectives of FSP/TSP were met, in light of their experiences at UCLA. Additionally, the questionnaire asked students to rate the quality and availability of various campus services and to indicate whether or not they utilized the services. (See Appendix I for a copy of the questionnaire, with accompanying student responses in the form of means, percentages, and counts.)

The Final Questionnaire was designed as a close-ended mail questionnaire. Several AAP and College of Letters and Science staff members, including the AAP Director, the AAP Assistant Director, Dean of Honors and Undergraduate Programs, and several FSP/TSP educators assisted in the review of the questionnaire. In addition, several former FSP/TSP students completed the questionnaire and provided the evaluator with comments as to the item wordings and flow of the questionnaire.

The names and addresses of all 1988 FSP/TSP students were obtained from both the UCLA Registrar and AAP staff. Because the lists did not match, only those students whose names appeared on both lists were sent a questionnaire. It was later determined that both the Registrars list and the list obtained from AAP were incorrect (e.g., students were on a list who had not attended FSP/TSP during the summer of 1988). The final population of students identified as attending FSP/TSP during the summer of 1988 was 645 (570 FSP students and 75 TSP students). It should be noted that this number does not coincide with the number of students identified by AAP as having attended FSP/TSP in Phase I of this evaluation. (The summer program count used in Phase I was 670, 589 FSP students and 81 TSP students.)

Questionnaire packets were prepared for the 645 students. Each packet contained a questionnaire with a pre-affixed label with the students' name and UCLA identification number, a cover letter explaining the purpose of the questionnaire, and a self-address stamped return envelope. The evaluator decided to use pre-affixed labels with names and identification numbers so that student responses could later be matched with academic records. Phase I of the evaluation showed that students would not automatically provide their name and identification number when requested. The initial wave of questionnaires were sent to

students during the third week of February. After three weeks (or during the second week of March), those students who had not returned their questionnaire were sent a second packet containing a questionnaire with label, a cover letter explaining the importance of completing and returning the questionnaire, and a self-addressed stamped return envelope. This mailing constituted the second wave of the questionnaire distribution. The cutoff date set for accepting returned questionnaires was the end of the first week of May. Questionnaires received after this date were not included in the analysis.

Table 4 presents the return rates for the FSP/TSP Final Questionnaire. Of the 645 questionnaires sent, 265 were returned indicating a return rate of 41%. The return rate for FSP students was 41% and the return rate for TSP students was 36%. Only five students, or less than 1%, removed the pre-affixed label from the questionnaire. This method of including student names and identification numbers on the label, proved successful in collecting this information.

Chi-square tests of significance were computed to determine whether or not there were differences between the type of student who completed and returned the questionnaire and the type of student who did not. The results from the Chi-square tests determine whether or not the responses from students who completed and returned their questionnaires could be generalized to the entire population of FSP/TSP students. No differences were found between respondents and non-respondents in the areas of gender ($X^2=2.32$, $p=.313$) and ethnicity ($X^2=16.53$, $p=.167$). Therefore, it is reasonable to assume that the students who completed and returned the questionnaire are representative of the entire population of 1988 FSP/TSP students.

Academic Data

Students' summer, fall, and winter grades, along with the number of units completed and declared major were obtained from the UCLA's Student Record System (SRS). The final analytic file used for this study was created by merging the attitudinal data from the survey with the academic data from the SRS.

FINDINGS

Population Demographics. Demographic information obtained about respondents revealed that 90% of the students were freshman and 10% were transfer students. Sixty five percent (65%) of the respondents were female and 35% were male. The ethnic breakdown was 40% Chicano, 25% Black, 19% Latino, 5% Filipino, 4% Asian, 4% White/Caucasian, with the remaining 3% identifying themselves as either American Indian or other. A majority of the students (90%) indicated that they had taken three courses during the fall quarter, 4% indicated that they had taken four courses, and the remaining 6% indicating that they had taken only two courses during the fall quarter. When asked if they considered themselves AAP students, an overwhelming number of students, 95%, indicated that they considered themselves AAP students (see questions #22, #20, #21, #23, and #24, respectively).

During the Fall quarter of the 1988-1989 academic year, 35% of the students reported working in paid positions on-campus and 22% reported working in paid positions off-campus. Forty-one percent commuted to campus and 71% stated that they spent time every week taking care of family responsibilities. Fifty-two percent participated in student clubs or activities and 54% reported participating in recreational sports or activities (see questions #16k, #16l, #16n, #16m, #16i, and #16j, respectively).

Table 5 presents the distribution of students by majors. The largest percentage of students, 46%, had yet to declare a major by the end of the Winter quarter. Twenty-one percent (21%)

TABLE 4
FSP/TSP FINAL QUESTIONNAIRE
RETURN RATES

Group	Number of Students Surveyed	Return Rates					
		<u>First Wave</u>		<u>Second Wave</u>		<u>Total</u>	
		(n=)	%	(n=)	%	(n=)	%
FSP	570	140	25%	93	16%	233	41%
TSP	75	16	21%	11	15%	27	36%
Unknown*		5		0		5	
Total	645	161	25%	104	16%	265	41%

*Student removed the pre-affixed label from the questionnaire.

TABLE 5
DISTRIBUTION OF STUDENTS
BY MAJOR

College or School	Number (%)
College of Letters and Science	
Life Science	58 (21%)
Social Science	40 (15%)
Humanities	19 (7%)
Physical Science	19 (7%)
School of Engineering	4 (2%)
School of Fine Arts	4 (2%)
Unknown/Not Declared Major	121 (46%)
TOTAL	265 (100%)

of the students declared a major within the division of Life Science, 15% within the division of Social Science, and 7% each declared a major within the divisions of Humanities or Physical Science. Four percent declared majors in the Schools of Engineering or Fine Arts.

Fulfillment of FSP/TSP Program Goals and Objectives. The first section of the FSP/TSP Final Questionnaire was constructed as a series of 5-point likert items. From these items, the evaluator created subscales and renamed them to reflect their content more accurately. For the goals and objectives section of the Final Questionnaire, two subscales were created -- an **Academic Goals/Objectives Scale**, referring to the extent to which the academic goals and objectives of FSP/TSP were accomplished; and a **Non-Academic Goals/Objectives Scale**, referring to the extent to which the non-academic goals and objectives of FSP/TSP were accomplished. The Internal Consistency Alphas for the two scales were .78 (see Table 6 for a list of the alpha levels) and are believed to be very reasonable. That is to say, the scales created appear to be reliable and stable measures. Both scales ranged from one to five, with "1" representing a low rating, "3" representing a moderate or average rating, and "5" representing a high rating.

Figure 3 presents the results of the students' ratings on the Academic and Non-Academic Goals/Objectives Scales, by ethnicity. White students gave the fulfillment of the academic goals/objectives the highest rating (3.8), with Black students giving it the lowest (3.5). While the fulfillment of the non-academic goals/objectives were given higher ratings compared to the academic goals/objectives, ratings were still in the "moderate" range. Again, White students rated the fulfillment of the non-academic goals/objectives, such as increasing their self-confidence and aiding in their social and cultural adjustment to UCLA the highest (4.2), while Black students rated it the lowest (3.8). For the total population of students (N=265) and for all ethnic groups, the mean rating for the fulfillment of the non-academic goals/objectives was higher than the mean rating for the fulfillment of the academic goals/objectives. In fact, students indicated that the academic goals/objectives, such as aiding their academic adjustment to UCLA and increasing their control over their academic future, were only "moderately" fulfilled. Student comments shed some light on the reasons why minority students may have given the fulfillment of academic and non-academic goals/objectives lower ratings than Anglo students:

- o "[One] thing which bothered me about FSP specifically is the attitude which is taken towards minorities. I realize that I am a minority but I see nothing wrong with this ... in FSP I felt as if being a minority was being a freak. I think less emphasis should be given to making students feel like minorities."
- o "I understand that FSP was created for underrepresented minorities, but at the same time it gives students the impression that UCLA is predominantly a minority college which is by no means the case. It was very nice to unite with other minorities who would be entering UCLA as freshman, but it has also in many ways alienated us. Rather than mingle with and meet new white people, the majority of us have been so culturally shocked that we decided that the few friends we made at FSP are enough because we are somewhat intimidated by the vast number of white people in our classes."

Table 7 presents the results from three other questions that address the fulfillment of academic goals/objectives. Over two-thirds of the students (68%) indicated that they were able to keep up in most of their classes. But, approximately one-quarter (24%) of these students indicated that their fall classes were more difficult than they expected them to be,

TABLE 6
FSP/TSP FINAL QUESTIONNAIRE
INTERNAL CONSISTENCY ALPHA VALUES

Scales	% of Questions Used in the Scales*	Internal Consistency Alpha Values
	54%	
Academic Goals/Objectives Scale ^(a)		.78
Non-Academic Goals/Objectives Scale ^(b)		.78

*This value represents the percentage of questions from the Goals and Objectives section of the questionnaire that were used to construct the scales.

^(a)Academic Goals/Objectives Scale was created from the following items: Q3, Q5, and Q6.

^(b)Non-Academic Goals/Objectives Scale was created from the following items: Q1, Q2, Q4, and Q7.

FIGURE 3
Fulfillment of Academic and Non-Academic Goals/Objectives
by Ethnicity

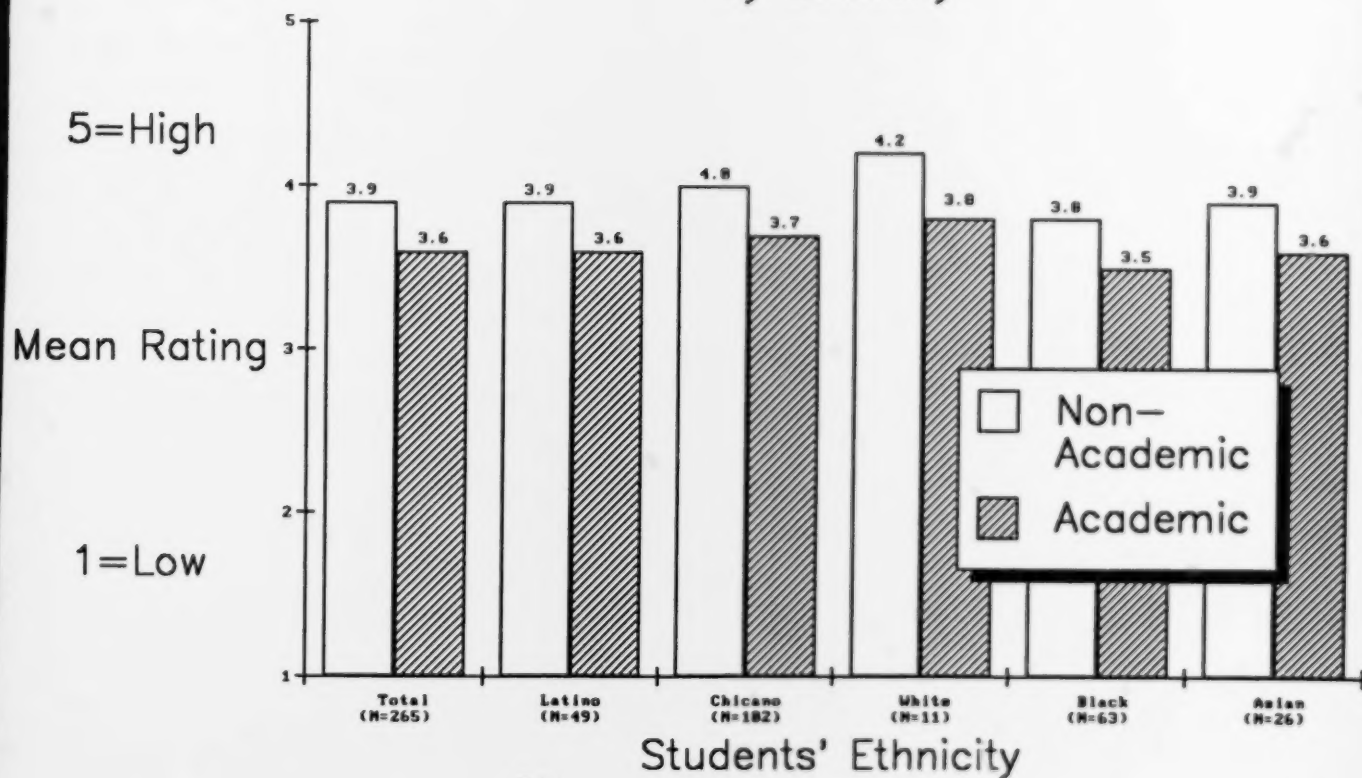


TABLE 7
FULFILLMENT OF ACADEMIC AND NON-ACADEMIC
GOALS AND OBJECTIVES

Statement*	Disagree**	Neutral	Agree***
I was able to keep up in <u>most</u> of my classes.	11.7%	20.5% (N=264)	67.8%
On average, my fall classes were more difficult than I expected them to be.	23.5	24.0 (N=265)	52.6
Academically, I found it more difficult during fall quarter than during FSP/TSP.	14.5	17.1 (N=263)	68.5
I consider myself a member of the UCLA community.	3.0	17.8 (N=264)	79.2
My goal is to graduate from UCLA.	0.8	4.2 (N=264)	95.1

*Statement - see questions Q8, Q10, Q13, Q12, and Q11, respectively.

**Disagree - created by collapsing the categories "Disagree" and "Strongly Disagree."

***Agree - created by collapsing the categories "Agree" and "Strongly Agree."

and 69% of the students indicated that it was academically more difficult during fall quarter than it was during FSP/TSP. Student responses to the above close-ended questions were corroborated by their written comments:

- o "The classes at FSP were unrealistically easy."
- o "[In] FSP ... the level at which the courses were taught , was much easier than the Fall quarter demanded."
- o "I think that FSP/TSP students should be given a taste of what the real academic year is, by requiring them to take three classes rather than two ..."
- o "I feel that FSP is a good program, but I do not feel that true 'university' life is comparable to FSP. During the summer program, the students were catered to too much."

Table 7 also presents the results from two questions which address other program goals/objectives. When asked if the students considered themselves members of the UCLA community, 80% agreed with only 3% disagreeing. And, when asked if their goal was to graduate from UCLA, 95% agreed, with less than one percent disagreeing. Responses from these questions point to the fact that students thought that FSP/TSP facilitated their transition to university life in general, and to UCLA in specific. Students' written comments corroborated these findings:

- o "FSP has been a very important part in aiding my success at UCLA. I have learned to compete at higher levels."
- o "It was a tough adjustment, but I really don't think I could have done it with out FSP & AAP. FSP & AAP really prepared me for it!!"
- o "TSP is a good program. The friends and connections I made in TSP have been wonderful throughout the academic year."

Conclusions. *Students rated the fulfillment of the non-academic goals/objectives higher than the fulfillment of the academic goals/objectives. In fact, students indicated that the academic goals/objectives, such as aiding their academic adjustment to UCLA and increasing their control over their academic future, were only "moderately" fulfilled. White students gave the Academic Scale the highest rating, while Black students giving it the lowest. The Non-Academic Scale also received ratings in the "moderate" range. Again, White students gave the scale the highest rating, while Black students gave it the lowest. Sixty-eight percent of the students indicated that they were able to keep up in most of their classes, 24% indicated that their fall classes were more difficult than they expected them to be, and 69% of the students indicated that it was academically more difficult during fall quarter than it was during FSP/TSP. When asked if they considered themselves as members of the UCLA community, 80% agreed with only 3% disagreeing. And, when asked if their goal was to graduate from UCLA, 95% agreed, with less than one percent disagreeing.*

Preparation Issues. The FSP/TSP Final Questionnaire also asked students to indicate how FSP/TSP prepared them to participate effectively in a classroom and to assess their own abilities and attitudes. Questions in this section were constructed as a series of 3-point likert items from which sub-scales were created and then renamed to reflect their content. For the preparation section, two subscales were created -- a **Classroom Participation Scale**, referring to how prepared students are to function effectively in a classroom (e.g., take complete notes, ask questions, understand the content being covered); and an **Abilities and Attitudes Scale**, referring to how prepared students are to assess their own feelings and interact with others (e.g., assess their strengths and weaknesses, relate to others, manage their time). The Internal Consistency Alphas for the two scales ranged from .73 to .81 (see Table 8 for a list of the alpha levels) and are believed to be very reliable and stable measures. Both scales ranged from one to three, with "1" indicating that the student considered him/herself poorly prepared, "2" indicating that the student considered him/herself adequately prepared, and "3" indicating that the student considered him/herself well prepared.

Figure 4 presents the results of students' ratings on the Classroom Participation and Abilities and Attitudes Scales, by ethnicity. On average, students indicated that FSP/TSP "adequately" prepared them to participate effectively in a classroom and to assess their abilities and interact with others. (For the Total population [N=264], the mean rating on the Classroom Participation Scale was 2.2 and the mean rating on the Abilities and Attitudes Scale was 2.3. White students by far, gave both scales the highest ratings, indicating that they thought FSP/TSP "adequately-to-well" prepared them to participate effectively in a classroom and to assess their abilities and interact with others. The mean ratings given by Black, Chicano, and Latino students, on both scales, averaged 2.3. These ratings indicate that minority students thought that FSP/TSP "adequately" prepared them to participate effectively in a classroom and to assess effectively their own abilities and interact with others.

Conclusions. On average, students indicated that FSP/TSP "adequately" prepared them to participate effectively in a classroom and to assess their abilities and interact with others. White students gave both the Classroom Participation and Abilities and Attitudes Scales the highest ratings.

Quality, Availability, and Utilization of Campus Services. The second major section of the Final Questionnaire asked students to indicate how satisfied they were with various campus academic and support services (see questions #15a through #15o). Students could rate the quality and availability of campus services using a likert scale that ranged from one to five, with a "1" meaning that they were very dissatisfied, a "3" meaning that they were neither dissatisfied or satisfied, and a "5" meaning that they were very satisfied. For academic services, students tended to indicate that they were generally "satisfied" with both the availability and quality of the services -- Faculty members, Teaching Assistants, Tutorial Services, and Departmental Advisors. Students were also generally satisfied with campus support services such as Campus Psychological Services, the Libraries, and the Office of Residential Life. The support service with which students were the most dissatisfied was Financial Aid. Nineteen percent (19%) of the students reported being dissatisfied with the availability of Financial Aid.

Students also had the opportunity to rate AAP services. Table 9 presents Fall quarter utilization patterns for AAP Tutorial and Counseling services. Forty-two percent (42%) of the respondents indicated that they never used AAP Counseling services, while 21% never used AAP Tutorial services. Forty-nine percent (49%) of the respondents indicated that they utilized AAP Counseling services between one and five hours a week, and 9% indicated that they used AAP Counseling services as average of six or more hours a week. Forty-six percent (46%) of the students indicated that they utilized AAP Tutorial Services one to five hours a week, and 33% indicated that they utilized Tutorial services 6 or more hours a week. When asked if they were planning to utilize AAP services during the rest of the 1988-1989 academic year (see question #19), 88% said yes, 3% said no, and 9% were unsure. Clearly, students plan to utilize the services provided by AAP.

TABLE 8
FSP/TSP FINAL QUESTIONNAIRE
INTERNAL CONSISTENCY ALPHA VALUES

Scales	% of Questions Used in the Scales*	Internal Consistency Alpha Values
	70%	
Classroom Participation Scale ^(a)		.81
Abilities and Attitudes Scale ^(b)		.73

*This value represents the percentage of questions from the preparation section of the questionnaire that were used to construct the scales.

^(a)Classroom Participation Scale was created from the following items: Q14b, Q14c, and Q14d.

^(b)Abilities and Attitudes Scale was created from the following items: Q14g, Q14h, Q14i, and Q14j.

FIGURE 4
Preparation Scales
by Ethnicity

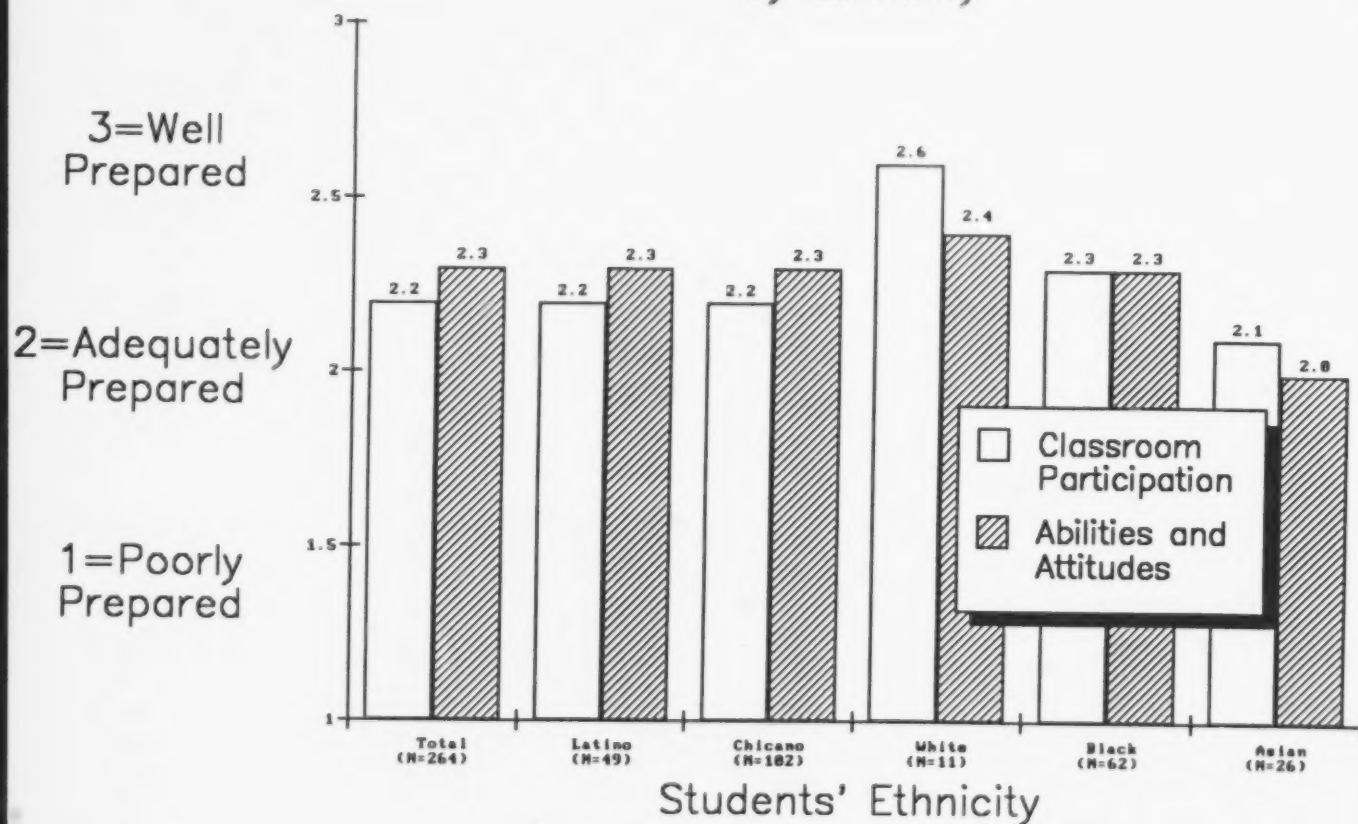


TABLE 9
UTILIZATION OF AAP SERVICES

AAP Services	Not at All	1-5 Hours a Week	6+ Hours a Week*
<i>AAP TUTORIAL SERVICES^(b)</i>			
(N=262)	20.8%	46.4%	32.8%
<i>AAP COUNSELING SERVICES^(a)</i>			
(N=263)	41.5	49.2	9.3

^(a) See question Q16f.

^(b) See question Q16g.

*6+ Hours a Week - Created by collapsing the following categories: 6-10; 11-15; 16-20, and 20 or more.

When asked how satisfied they were with the quality of AAP Tutorial services, 77% indicated that they were satisfied, 15% indicated that they were neither satisfied or dissatisfied, and 8% indicated that they were dissatisfied with the AAP Tutorial Services (see Table 10). When asked if they were satisfied with the availability of AAP Tutorial Services, 80% indicated they were satisfied, 21% were neutral, and 7% were dissatisfied. From the students' written comments, dissatisfaction with tutorial services seemed to stem from the fact that group tutoring did not provide enough time to answer everyone's questions, individual tutors were difficult to obtain, and the tutorial study hall was often too noisy for students to concentrate. When satisfaction with AAP Tutorial services was broken down by ethnicity (see Figure 5), Chicano and Latino students gave both the quality and availability of AAP Tutorial services very high ratings, indicating they were "satisfied to very satisfied" with the services. White students gave both quality and availability the lowest ratings.

Not only did students utilize AAP Counseling services less than AAP Tutorial services, they were also much less satisfied with the services provided. When asked about the quality of AAP Counseling services, only 64% indicated that they were satisfied, 20% indicated that they were neither satisfied or dissatisfied, and 16% indicated that they were dissatisfied with the quality of AAP Counseling services (see Table 10). A similar pattern was found with respect to the availability of Counseling services. Here, 65% indicated that they were satisfied, 21% were neutral, and 14% indicated that they were dissatisfied with the availability of AAP Counseling services. When satisfaction with AAP Counseling services was broken down by ethnicity (see Figure 6), White students were, by far, the most satisfied with both the quality and availability of the services. Latino, Chicano, Black, and Asian students all gave the quality and availability of AAP Counseling services average ratings.

Students' written comments help to highlight some of the reasons why there was dissatisfaction with the AAP Counseling services:

- o "I hardly ever saw my peer counselor. She didn't really get in contact with the students."
- o "[I was] frustrated [because] my peer counselor never contacted me! I don't even think I have one!!"
- o "The [peer] counselors were lost in terms of helping me with pursuit of my major and fall classes. They suggested I take classes that I feel in retrospect I should have waited for."
- o "I was dissatisfied with the availability of the AAP Counselors and the counseling services because throughout the whole Fall, I had no idea who my counselor was. [I] also had no peer counselor to aid me in choosing classes for the Winter quarter. My FSP Academic Counselor helped me to choose classes I didn't have to take and that were way over my head."

Conclusions. *Forty-two percent of the students indicated that they never used AAP Counseling services, as opposed to 21% never utilizing AAP Tutorial services. When asked how satisfied they were with the AAP Tutorial services, 77% indicated that they were satisfied with the quality of the services and 80% indicated that they were satisfied with the availability of the services. When satisfaction with AAP Tutorial services was broken down by ethnicity, Chicano and Latino students gave both the quality and availability of AAP Tutorial services the highest ratings, while White students gave them the lowest. Dissatisfaction with tutorial services stemmed from the fact that*

TABLE 10
SATISFACTION WITH AAP SERVICES

AAP Services	Dissatisfied*	Neutral	Satisfied**
<i>AAP TUTORIAL SERVICES^(b)</i>			
Quality (N=227)	8%	15%	77%
Availability (N=228)	7	13	80
<i>AAP COUNSELING SERVICES^(a)</i>			
Quality (N=222)	16	20	64
Availability (N=222)	14	21	65

*Dissatisfied - created by collapsing the categories "Dissatisfied" and "Very Dissatisfied."

**Satisfied - created by collapsing the categories "Satisfied" and "Very Satisfied."

^(a)See question Q15h.

^(b)See question Q15e.

FIGURE 5
Satisfaction with AAP Tutorial Services
by Ethnicity

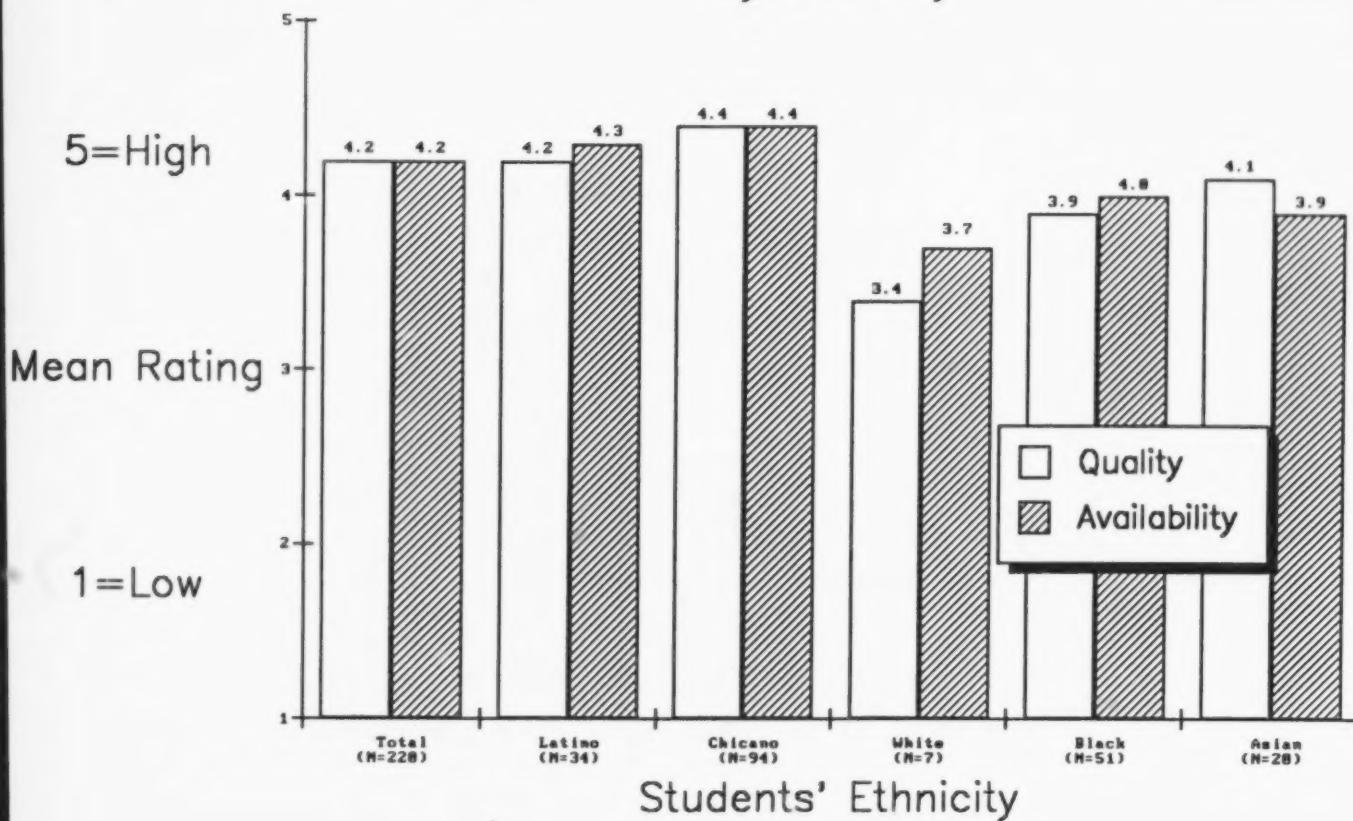
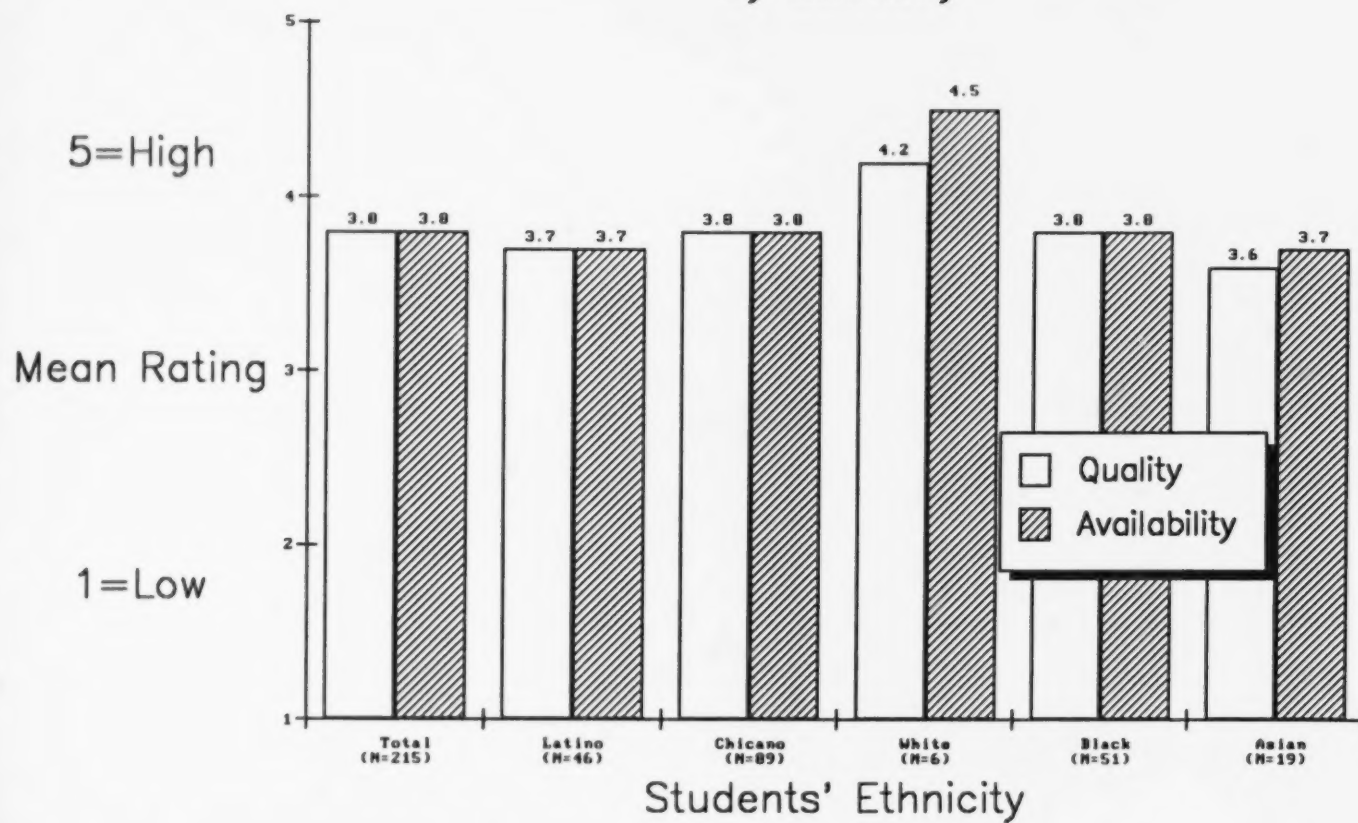


FIGURE 6
Satisfaction with AAP Counseling Services
by Ethnicity



group tutoring did not provide enough time to answer everyone's questions, individual tutors were difficult to obtain, and the tutorial study hall was often too noisy for students to concentrate. Students were much less satisfied with the AAP Counseling services. Only 64% indicated that they were satisfied with the quality and 65% indicated that they were satisfied with the availability of AAP Counseling services. White students were, by far, the most satisfied with the Counseling services. Latino, Chicano, Black, and Asian students all gave average ratings to the quality and availability of the services. Reasons for dissatisfaction stemmed from counselors giving the wrong or bad advice when it came to course selection and scheduling, and students never being contacted by their peer counselors.

Academic Performance. Students' academic performance at UCLA after having attended FSP/TSP is another indication of how well FSP/TSP prepared students to face the academic challenges that UCLA has to offer. Figure 7 presents the mean grade point averages (GPA) for Summer, Fall, and Winter quarters of the 1988-1989 academic year. The mean GPA achieved by students during FSP/TSP (Summer '88) was 2.64; it fell slightly during the Fall quarter to 2.30, and then increased slightly to 2.37 in Winter quarter. The mean cumulative grade point average for Summer, Fall, and Winter was 2.49, or just about a C+ average.

Figure 8 presents student grade point averages, by ethnicity. For all three quarters (Summer, Fall, and Winter), White students performed the highest, while Black students performed the lowest. And, for all three quarters, differences between the GPA's of all five ethnic groups were statistically significant at the $p < .01$ level. During FSP/TSP (Summer '88), White and Asian students maintained a mean GPA of above a 3.0 (White students, 3.35; Asian students, 3.22), Latino students maintained a mean GPA of 2.84, Chicano students a mean GPA of 2.63, and Black students a mean GPA of 2.21. White, Asian, and Latino students showed a decrease in GPA from Summer to Fall, and then again from Fall to Winter. Black and Latino students, on the other hand, showed a decrease in GPA between Summer and Fall quarters, then showed an increase in GPA between Fall and Winter quarters. The cumulative grade point average of students, by ethnicity, reveal that White students had the highest GPA (3.19), followed by Asian students (2.87), Chicano students (2.50), Latino students (2.45), and then Black students (2.28).

Figure 9 presents student grade point averages, by gender. For all three quarters, male students performed higher than female students. While the difference between male and female students' mean GPA was statistically significant at the $p < .01$ level during the Summer quarter, differences between the GPA of males and females decreased during the Fall quarter, and then decreased again during the Winter quarter.

Within the last section of the FSP/TSP Final Questionnaire, students were asked to indicate how often they attended their Fall quarter lecture and discussion sections. When asked how often they attended lecture sections (see question #18), 72% indicated that they attended lecture sections 100% or almost 100% of the time, 25% indicated that they attended lecture sections approximately 75% of the time, and only 3% indicated that they attended lecture sections approximately 50% of the time or less. A similar pattern was found for all ethnic groups and for males and females. But, when fall lecture attendance was broken down by cumulative grade point average (see Figure 10), a statistically significant difference was found. Of those students who attended approximately 100% of the lecture sections, 2% maintained an "A" average, 45% maintained a "B" average, 46% maintained a "C" average, and only 7% maintained a "D" average. Of those students who attended lecture sections approximately 75% of the time, 1% maintained an "A" average, 29% a "B" average, 57% a "C" average, and 13% a "D" average. And, of those students who attended lecture sections 50% of the time or less, no students maintained either an "A" or "B" average, 66% maintained a "C" average, and 33% maintained a "D" average. Clearly, there is a positive relationship between attending lecture sections and maintaining a high grade point average.

FIGURE 7
Student Grade Point Averages

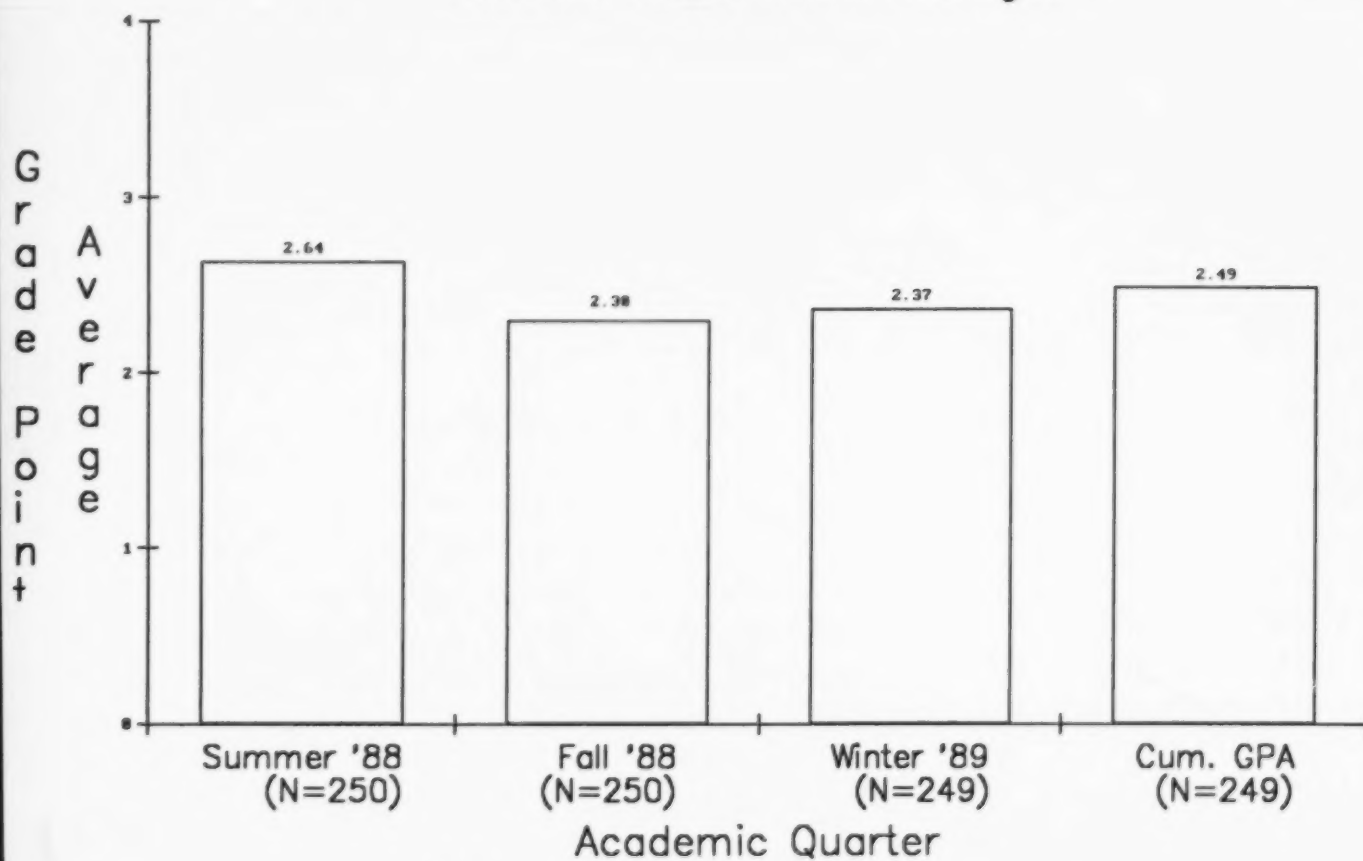


FIGURE 8
Student Grade Point Averages
by Ethnicity

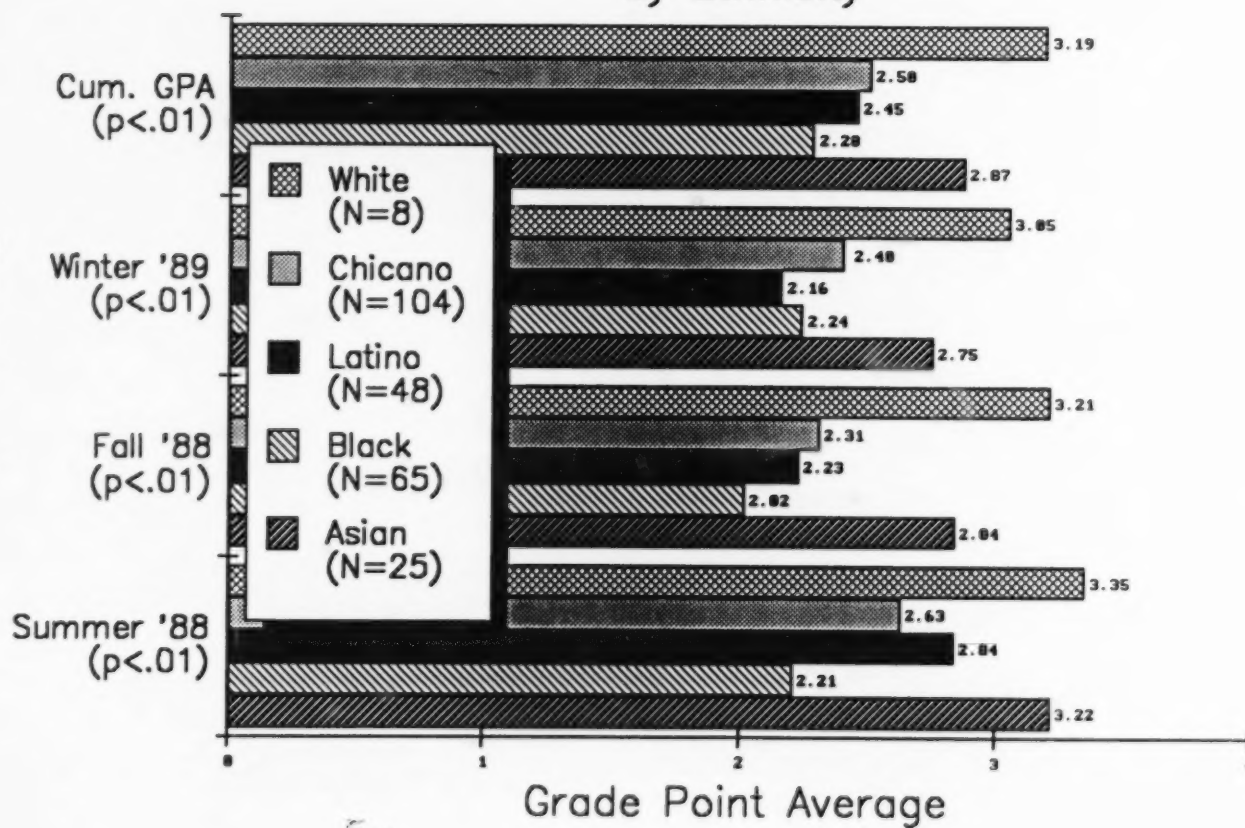


FIGURE 9
Student Grade Point Averages
by Gender

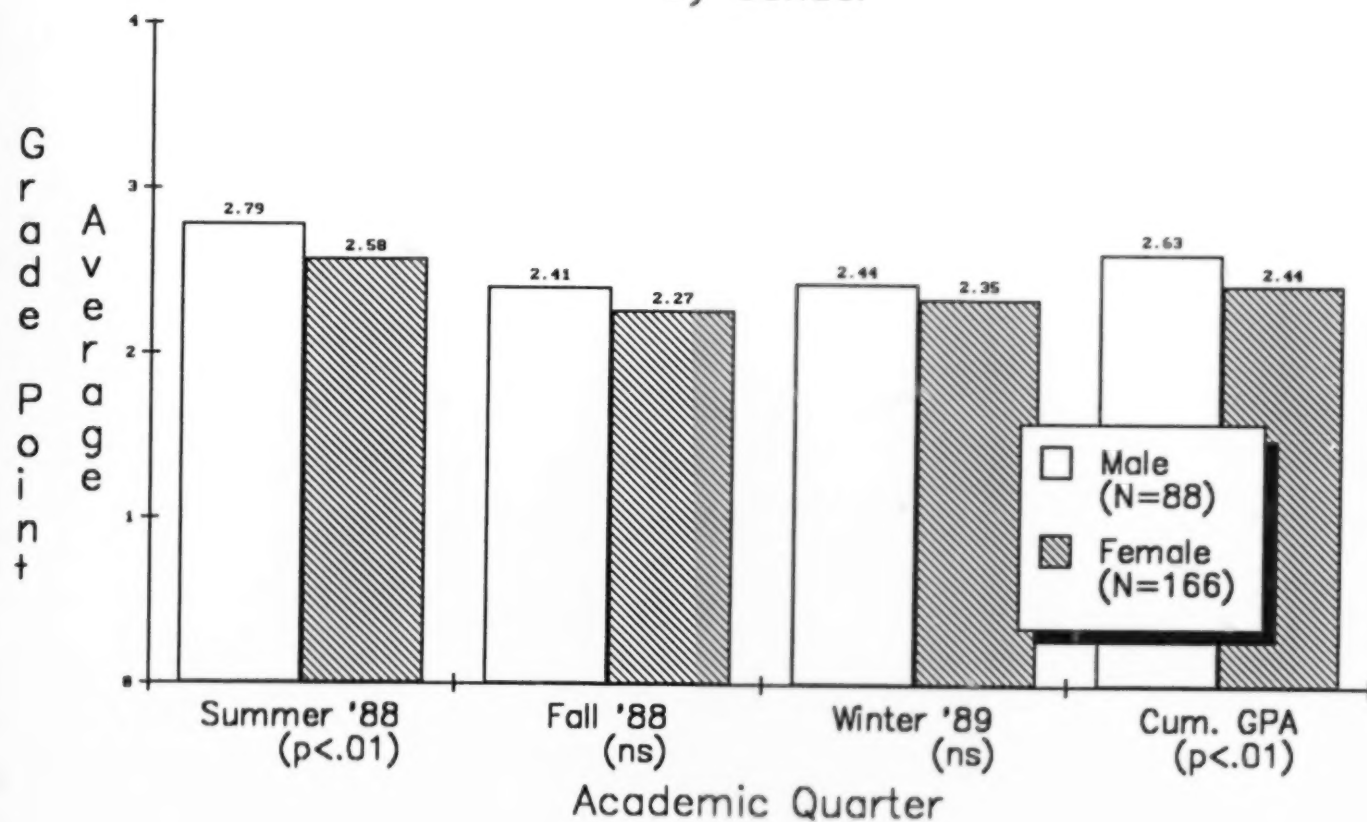
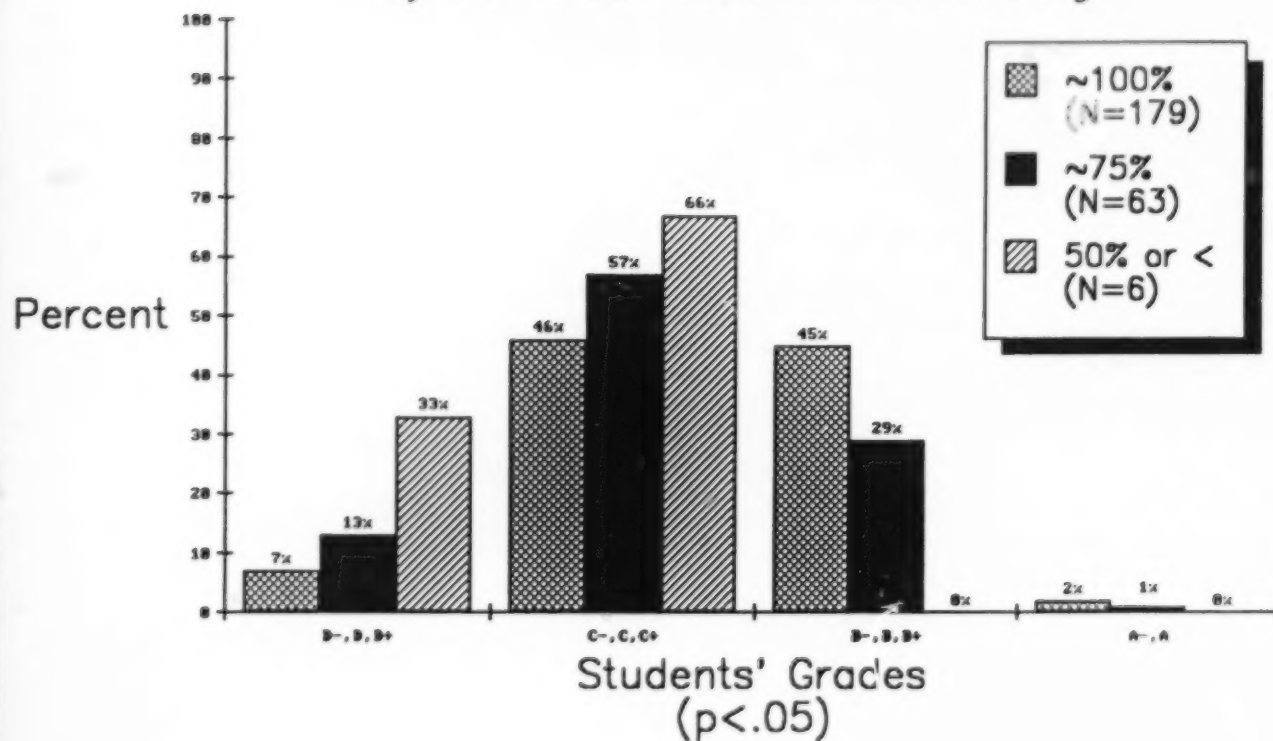


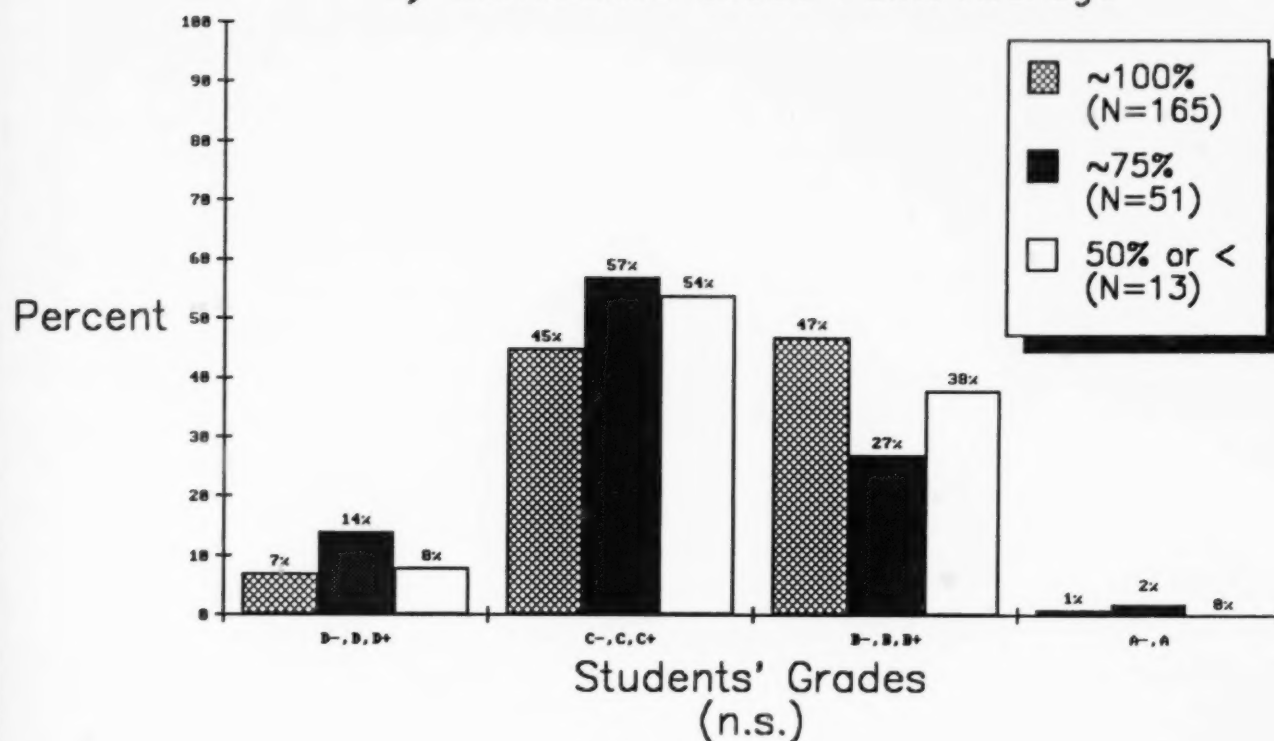
FIGURE 10
Fall Lecture Attendance
by Cumulative Grade Point Average



Students were also asked how often they attended their Fall Quarter quiz/discussion section. Of those students who did have quiz/discussion sections, 68% indicated that they attended the sections 100% or almost 100% of the time, 23% indicated that they attended quiz/discussion sections approximately 75% of the time, and 6% indicated that they attended the sections 50% of the time or less. Again, a similar pattern was found for all ethnic groups and for males and females. When Fall discussion section attendance was broken down by GPA (see Figure 11), no statistically significant relationship was found. However, a pattern did emerge where those students who attended discussion sections on a more frequent basis tended to maintain a higher grade point average, than those who did not attend the discussion sections on a frequent basis.

Conclusions. *The mean GPA achieved by students during FSP/TSP (Summer '88) was 2.64, it fell slightly during the Fall quarter to 2.30, and then increased slightly to 2.37 in Winter quarter. The mean cumulative GPA for Summer, Fall, and Winter quarters was 2.49, or just about a C+ average. For all three quarters (Summer, Fall, and Winter), White students performed the highest, while Black student performed the lowest. White, Asian, and Latino students showed a decrease in GPA from Summer to Fall, and then from Fall to Winter. Black and Latino students, on the other hand, showed a decrease in GPA between Summer and Fall quarters, then showed an increase in GPA between Fall and Winter quarters. And, for all three quarters, male students performed better than female students. This difference, however, decreased as students moved through the academic year. When asked how often the students attended Fall lecture sections, 72% indicated that they attended lecture sections 100% or almost 100% of the time, 25% attended lecture sections approximately 75% of the time, and only 3% attended lecture sections approximately 50% of the time or less. A statistically significant positive relationship was found between attending lecture sections and maintaining a high grade point average. When students were asked how often they attended discussion/quiz sections, 68% indicated that they attended the sections 100% or almost 100% of the time, 23% attended quiz/discussion sections approximately 75% of the time, and 6% attended the sections 50% of the time or less. Students who attended discussion sections on a more frequent basis tended to maintain a higher grade point average, than those who did not attend the discussion sections on a frequent basis.*

FIGURE 11
Fall Discussion Section Attendance
by Cumulative Grade Point Average



RECOMMENDATIONS

- (1) To fulfill the academic goals and objectives of FSP/TSP, administrators should:
 - o Place more academic demands on FSP/TSP students so that they will be able to make an easy transition from FSP/TSP to regular academic life;
 - o Stress the importance of attending lecture and discussion sections; and
 - o Emphasize skills a student will need to participate effectively in the classroom.
- (2) To aid students in their social and cultural adjustment to UCLA, administrators should:
 - o Emphasize the diverse cultural nature of UCLA and the need for students to interact with all segment of UCLA's culture; and
 - o Provide students with a description of all available campus resources.
- (3) To improve the AAP Counseling Unit, administrators should:
 - o Send all AAP students a letter containing the names and phone numbers of their Peer and Professional Counselors and a description of the services provided by the AAP Counseling Unit;
 - o Have all Peer Counselors contact their students at least one time during the quarter; and
 - o Provide in-depth training for all Peer and Professional Counselors in the areas of academic planning and course selection.
- (4) To improve the AAP Tutorial Unit, administrators should:
 - o Send all AAP students a letter providing them with information on how and when to sign-up for individual and group tutoring;
 - o Lengthen the standard group tutorial session;
 - o Hire more individual tutors, especially in high demand subject areas; and
 - o Provide students with a quiet place to hold tutorial sessions.

APPENDIX I

FSP/TSP FINAL QUESTIONNAIRE - WINTER 1988-1989

Indicate whether you: (1) *STRONGLY DISAGREE*, (2) *DISAGREE*, (3) are *NEUTRAL*, (4) *AGREE*, or (5) *STRONGLY AGREE* with each of the following statements:

Circle only one response for each item.

	(5) - STRONGLY AGREE	(4) - AGREE	(3) - NEUTRAL	(2) - DISAGREE	(1) - STRONGLY DISAGREE	(N=)
1. FSP/TSP has increased my confidence as an incoming UCLA student.	1.9	3.8	15.8	42.3	36.2	265
2. My social adjustment to UCLA has been aided through FSP/TSP.	2.6	4.9	15.8	41.9	34.7	265
3. My academic adjustment to UCLA has been aided through FSP/TSP.	2.3	8.7	24.5	43.4	21.1	265
4. My cultural adjustment to UCLA has been aided through FSP/TSP.	6.8	8.7	34.7	37.0	12.8	265
5. FSP/TSP helped me to understand more clearly what is needed to succeed academically at UCLA.	1.9	7.9	26.4	45.7	18.1	265
6. FSP/TSP has helped me to increase control over my academic future.	1.9	8.4	43.0	36.5	10.3	263
7. Overall, FSP/TSP has aided my transition to UCLA.	0.8	4.9	13.3	45.5	35.6	264
8. I was able to keep up in <u>most</u> of my fall quarter classes.	3.4	8.3	20.5	39.0	28.8	264
9. On average, my fall classes were more difficult than I expected them to be.	4.9	18.6	24.0	36.5	16.0	263
10. On average, my fall classes were easier than I expected them to be.	16.2	39.2	34.3	9.1	1.1	265
11. My goal is to graduate from UCLA.	0.4	0.4	4.2	11.0	84.1	264
12. I consider myself a member of the UCLA community.	1.1	1.9	17.8	32.6	46.6	264
13. Academically, I found it more difficult during fall quarter than during FSP/TSP.	4.6	9.9	17.1	35.0	33.5	263

14. Because of my experiences **DURING FSP/TSP**, I consider myself (1) *POORLY PREPARED*, (2) *ADEQUATELY PREPARED*, or (3) *WELL PREPARED* in each of the following areas:

Circle only one response for each item.

		(3) - WELL PREPARED			(N =)
		(2) - ADEQUATELY PREPARED			
		(1) - POORLY PREPARED			
a.	My composition and writing skills.	14.0	61.5	24.5	257
b.	My ability to ask questions in class.	20.9	55.1	24.0	263
c.	My ability to take good, complete notes in class.	11.0	43.3	45.6	263
d.	My ability to understand what is covered in class.	11.0	43.3	45.6	263
e.	My logical reasoning skills.	11.0	43.3	45.6	263
f.	My quantitative math skills.	28.1	52.2	19.8	253
g.	My ability to assess my academic strengths and weaknesses.	7.2	59.7	33.1	263
h.	My ability to consider new fields of learning.	10.6	51.7	37.6	263
i.	My ability to understand and relate to others.	6.1	40.1	53.8	262
j.	My ability to manage my time.	21.5	52.2	26.0	261

15. Looking back on **FALL QUARTER**, please indicate whether you are: (1) *VERY DISSATISFIED*, (2) *DISSATISFIED*, (3) *NEUTRAL*, (4) *SATISFIED*, or (5) *VERY SATISFIED* with each of the following areas. If you did not come in contact with any of the items below, please circle (9) *NOT APPLICABLE*.

Circle only one response for each item.

		(9) - NOT APPLICABLE _____					
		(5) - VERY SATISFIED _____					
		(4) - SATISFIED _____					
		(3) - NEUTRAL _____					
		(2) - DISSATISFIED _____					
		(1) - VERY DISSATISFIED _____					

ACADEMIC - FALL 1988

								(N =)
a.	Math/Science Faculty:							
	QUALITY	4.6	10.3	10.3	24.4	14.1	36.3	262
	AVAILABILITY	2.3	3.9	18.6	23.6	13.2	38.4	258
b.	English/Writing Faculty:							
	QUALITY	2.7	4.3	14.7	24.4	26.7	27.1	258
	AVAILABILITY	2.7	4.3	14.7	24.4	26.7	27.1	258
c.	General Education Faculty:							
	QUALITY	2.3	5.0	19.8	39.3	21.4	12.2	262
	AVAILABILITY	2.7	4.2	23.8	35.8	20.4	13.1	260
d.	Teaching Assistants:							
	QUALITY	4.6	14.1	22.1	35.7	21.3	2.3	263
	AVAILABILITY	3.8	6.9	22.2	36.4	26.1	4.6	261

(9) - NOT APPLICABLE

(5) - VERY SATISFIED

(4) - SATISFIED

(3) - NEUTRAL

(2) - DISSATISFIED

(1) - VERY DISSATISFIED

e. AAP Tutorial Services:		(N =)						
	QUALITY	262	2.3	4.6	13.0	23.3	43.5	13.4
	AVAILABILITY	261	2.3	3.4	11.5	24.1	46.0	12.6
f. ARC Tutorial Services:								
	QUALITY	256	0.8	2.0	10.2	2.7	2.0	82.4
	AVAILABILITY	256	0.8	1.6	9.8	3.5	1.6	82.8
g. Departmental Advisor:								
<i>Transfer Students ONLY</i>								
	QUALITY	163	1.2	1.8	4.6	3.7	3.7	84.9
	AVAILABILITY	161	1.2	1.2	5.6	3.7	3.7	84.5

STUDENT SUPPORT SERVICES - FALL 1988

h. AAP Counseling Services:							
QUALITY	262	5.7	7.6	16.8	25.2	29.4	15.3
AVAILABILITY	263	6.1	6.1	17.9	25.1	29.3	15.6
i. ASK Counseling Services:							
QUALITY	259	1.2	0.8	13.9	6.2	5.8	72.2
AVAILABILITY	258	0.8	0.8	14.0	6.6	5.8	72.1
j. College Counseling Services:							
<i>L & S, Engineering, or Fine Arts</i>							
QUALITY	261	2.7	3.8	15.7	15.3	12.3	50.2
AVAILABILITY	261	2.7	3.8	15.7	15.3	12.3	50.2
k. Campus Psychological Services:							
QUALITY	258	0.4	0.4	12.0	4.3	2.7	80.2
AVAILABILITY	259	0.4	1.2	11.6	4.2	2.7	79.9
l. Freshman/Sophomore GE Professional Seminars:							
QUALITY	259	0.4	1.2	12.0	3.9	2.7	79.9
AVAILABILITY	258	0.8	1.2	12.0	3.9	2.3	79.8
m. Library Services:							
QUALITY	262	0.4	1.1	10.7	37.8	38.5	11.5
AVAILABILITY	262	0.8	0.8	11.1	35.9	40.5	11.1
n. Financial Aid Services:							
QUALITY	261	8.4	7.7	14.2	30.3	20.7	18.8
AVAILABILITY	261	10.0	8.4	16.5	25.7	20.7	18.8
o. Office of Residential Life Services:							
QUALITY	259	1.9	6.2	20.1	18.9	10.4	42.5
AVAILABILITY	259	1.5	5.4	20.1	18.9	11.2	42.9

16. During a *typical week* of *FALL QUARTER*, how much time did you spend doing the following activities:

Circle only one response for each item.

		(5) - 21 or more Hours						
		(4) - 16 to 20 Hours						
		(3) - 11 to 15 Hours						
		(2) - 6 to 10 Hours						
		(1) - 1 to 5 Hours						
		(0) - None						
							(N=)	
a.	Use the UCLA Libraries	14.1	47.9	20.9	9.9	4.6	2.7	263
b.	Study Alone	1.1	7.9	24.5	30.6	18.9	17.0	265
c.	Study in a group	24.3	46.4	14.4	10.3	3.4	1.1	263
d.	Utilize AAP tutorial services	20.8	46.4	18.9	6.8	2.6	4.5	265
e.	Utilize AAP counseling services	41.5	49.2	5.8	1.9	0.4	1.2	260
f.	Utilize campus counseling services, other than AAP	75.3	17.1	2.7	3.4	1.1	0.4	263
g.	Utilize campus tutorial services, other than AAP	85.0	10.0	1.0	3.0	1.0	0	262
h.	Socialize with friends	3.8	18.6	24.3	24.7	14.1	14.4	263
i.	Participate in student clubs and activities	47.9	30.6	9.4	6.8	2.6	2.6	265
j.	Participate in recreational or sports activities	46.5	28.1	16.2	4.6	3.1	1.5	260
k.	Work on-campus (for pay)	65.0	2.0	11.0	12.0	5.0	5.0	260
l.	Work off-campus (for pay)	77.8	2.7	4.6	5.0	4.6	5.4	261
m.	Take care of family responsibilities	29.5	33.7	12.9	11.4	8.0	4.5	264
n.	Commute to campus	59.2	18.9	10.2	6.8	1.1	3.8	265

17. On average, I attended my *FALL QUARTER* lecture sections...

		(%)	N = 264
1.	100% or almost 100% of the time	72.0	
2.	Approximately 75% of the time	25.4	
3.	Approximately 50% of the time	1.1	
4.	25% of the time or less	1.5	

18. On average, I attended my *FALL QUARTER* quiz/discussion sections...

		(%)	N = 265
1.	100% or almost 100% of the time	67.9	
2.	Approximately 75% of the time	23.0	
3.	Approximately 50% of the time	4.2	
4.	25% of the time or less	1.5	
5.	I did not have any quiz/discussion sections	3.4	

19. Are you planning to utilize any AAP Services during the rest of this academic year?

1. Yes 88.5 % N = 261
2. No 2.7 %
3. Not Sure 8.8 %

If No or Not Sure, any reason(s) why not?

20. Are you:

1. Male 34.7 % N = 265
2. Female 65.3 %

21. Are you:

- | | | |
|---------------------------------|------|---------|
| | (%) | |
| 1. White/Caucasian | 4.3 | N = 257 |
| 2. Black/Negro/African-American | 24.5 | |
| 3. American Indian | 0.4 | |
| 4. Chicano /Mexican-American | 39.7 | |
| 5. Latino | 19.1 | |
| 6. Filipino | 5.4 | |
| 7. Other (please specify _____) | 6.6 | |

22. Are you a:

1. Freshman student 89.6 % N = 260
2. Transfer student 10.4 %

23. How many courses and units did you take during the **FALL QUARTER**?

COURSES	(N =)		UNITS	(N =)
2	15		4	2
3	237	Total N = 262	8	11
4	10		12	213
			13	6
			14	7
			16	23
			17	1
			Total	264

24. Do you consider yourself an AAP student?

1. Yes 94.7 % N = 256
2. No 4.3 %

USE THE BACK OF THIS FORM FOR ANY ADDITIONAL COMMENTS

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ENCLOSED
ENVELOPE AS SOON AS POSSIBLE.

THANK YOU FOR PROVIDING US WITH THIS INFORMATION

FSP/TSP - 12/88